

DAVIS SCHOOL DISTRICT

EMERGENCY PREPAREDNESS PLAN

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ADOPTED: November 17, 1992

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1. PURPOSE

1.1. To develop an Emergency Preparedness Plan which assures the protection, and safe care of students and staff before, during or immediately after a threatened or actual emergency or disaster.

1.2. To prepare personnel and students in every school and District support department to take appropriate action in the event of a natural, technological or security emergency or disaster.

1.3. To prepare school personnel for their role in coordinating with the local emergency management agency to integrate the school District facilities and resources into the community's overall emergency preparedness program.

2. POLICY

2.1. EMERGENCY PREPAREDNESS PLANNING AND RESPONSE

Effective planning, exercising, and response require coordination, cooperation and participation of school personnel, students, parents/guardians, and community organizations and individuals. The delegation of responsibility to one person, therefore, is not appropriate.

2.1.1. The Superintendent shall assure the development and maintenance of a plan for each school and District support department that is consistent with the District plan while considering location, facility, budgets and staff capabilities.

2.1.2. The District Emergency Manager shall coordinate District emergency preparedness efforts with community leaders and Davis County emergency management agencies to assign responsibilities and organize the planning process.

2.1.3. Principals and District Support Department Heads shall assure that comprehensive plans are reviewed at least annually and are kept current with:

(1) growing school populations;

- (2) changes in physical plants;
- (3) technical advances; and
- (4) changes in state and District education rules and policies.

2.2. EMERGENCY MANAGEMENT RESPONSIBILITIES

2.2.1 Superintendent's Responsibilities

The Superintendent shall:

- (1) Appoint the District Emergency Manager;
- (2) Appoint a District Emergency Operations Team;
- (3) Appoint a District Emergency Preparedness Plan Committee which consists of the following members:
 - [a] District Emergency Manager (chair);
 - [b] School Emergency Manager representatives (elementary, junior high, senior high, year-round etc.);
 - [c] District Support Department Emergency Manager representatives;
 - [d] Public Information Officer;
 - [e] County and/or local government emergency management agency director/coordinator;
 - [f] Health Department representatives (i.e. county school nurse representative and environmental health representative);
 - [g] PTA Regional Safety Assistant;
 - [h] Parents, students, teachers, principals, and support staff;
 - [i] Others as needed.

2.2.2. District Emergency Manager Responsibilities

The District Emergency Manager shall:

- (1) Chair the District Emergency Preparedness Planning Committee;
- (2) Coordinate District, school and District support department emergency preparedness plans;
- (3) In time of disaster or emergency, coordinate the District Emergency Operation Team (EOT) with the County Emergency Operation Center (EOC);
- (4) Provide emergency procedures policy clarification to schools and District departments during an emergency or during drills and exercises.

2.2.3. Responsibilities School Principals

School Principals shall provide leadership for the development of the School Emergency Preparedness Plan. School Principals shall:

- (1) Serve as chairperson of the Emergency Preparedness Plan Committee. (The school principal will appoint a person to act in his/her absence).
- (2) Establish a School Emergency Preparedness Plan Committee which consists of the following members:
 - [a] School Emergency Manager (chair);
 - [b] Local government or County emergency management agency representative;
 - [c] School Nurse;
 - [d] PTA Safety Commissioner;
 - [e] Parents, teachers, and support staff (i.e. custodian, school foods manager, secretary);
 - [f] Others as needed (may include students as appropriate).
- (3) Coordinate emergency operations with the District Emergency Manager.

2.2.4. Responsibilities of Facilities Managers for District Buildings Other than Schools

District Facilities Managers for District buildings other than schools shall provide leadership for the development of the District Building Emergency Preparedness Plan. District Facilities Managers shall:

(1) Establish a Building Emergency Preparedness Committee for the District building (other than a school) in which they are housed.

(2) Serve as chairperson of the District Building Emergency Preparedness Plan Committee. (The Facilities Manager will designate a person to act in his/her absence);

(3) Establish a District Building Emergency Preparedness Plan Committee which consist of the following members:

[a] District Building Facilities Manager;

[b] District Emergency Manager;

[c] Building Custodian;

[d] Representatives from departments housed in the building (i.e. maintenance, secretary, department heads);

[e] Others as needed.

(4) Coordinate emergency operations with the District Emergency Manager.

2.3. RESPONSIBILITIES OF EMERGENCY PREPAREDNESS PLAN COMMITTEES

Emergency Preparedness Plan Committees shall participate in the development and review of District, School and District Support Department Emergency Preparedness Plans.

2.3.1. District Emergency Preparedness Plan Committee

The District Emergency Preparedness Plan Committee shall review and approve all School and District Support Department Emergency Preparedness Plans using the criteria outlined in this policy

2.3.2. School Emergency Preparedness Plan Committee

Consistent with the District Emergency Preparedness Plan, the School Emergency Preparedness Plan Committee shall prepare and review the School Emergency Preparedness Plan.

2.3.3. District Support Department Emergency Preparedness Plan Committee

Consistent with the District Emergency Preparedness Plan, Each District Support Department Committee shall participate in the development and ongoing review of the Department Emergency Preparedness Plan.

2.4. CRITERIA AND ORGANIZATION OF EMERGENCY PREPAREDNESS PLANS

Emergency Preparedness Plans shall be specific enough to give directions for immediate action, but flexible enough to allow for adjustments and change as unexpected situations develop.

2.4.1. Emergency Plan Format

Prepare plans using a loose leaf format:

- (1) print on one side of the page--changes require less printing;
- (2) outline using uncomplicated step-by-step procedures that are clear to someone unfamiliar with the plan;
- (3) Assign a standard procedure to a particular emergency response. (Example: The fire evacuation policy may apply to most situations requiring the evacuation of facilities);
- (4) Furnish copies of the final plan and future changes to the District and city or county emergency manager and include them in the preparation and exercising of school plans.

2.4.2. Preparation and Criteria of Emergency Preparedness Plan

Plans shall identify organization structure, criteria and specific circumstances which require emergency procedures including:

- (1) Legal Responsibilities and Authority

[a] Insure compliance with District plans and policies:

(i) Identify legal responsibilities; and

(ii) Identify Policy 7SS-002, " Emergency Preparedness Plan" as authority for the plan).

[b] Identify continuity of the organization:

(i) prepare specific instructions on back-up, i.e. the principal is absent, then the vice principal, if absent, then a third party;

(ii) include instructions for each specific job in the plan.

[c] Prepare and maintain emergency telephone numbers, including administrative chain-of-command and emergency services.

(2) Plan Coordination with Community Emergency Program

[a] Coordinate Emergency Preparedness Plans with the county and local government emergency management agencies for use of grounds, District equipment, supplies, and transportation during an actual or impending disaster/emergency;

[b] Coordinate plans with the American Red Cross for community use of school facilities, District equipment and supplies, during emergency/disaster situations;

[c] Conduct and coordinate exercises with the city and county emergency management agencies and initiate emergency plan revisions identified in the drill evaluations.

(3) Staff Responsibilities and Training

[a] Assign emergency responsibilities to staff regarding individual capacities and normal service functions for each anticipated emergency situation;

[b] Cross train staff and volunteers so the plan or part of the plan does not become non-functional if one person is absent;

[c] Require emergency preparedness training for all students and staff;

[d] Adapt emergency preparedness training to individual capabilities and limitations including persons with disabilities;

[e] Provide orientation and annual in-service emergency preparedness training of staff and volunteers.

(4) Preparation and Warning Response to Emergency Situations

- [a] Prepare step-by-step, warning and response for specific anticipated emergency situations;
- [b] Prepare an emergency warning system, that is in place and functional, for informing the school District population of the actual or impending danger.

(5) Training, Drilling and Exercising the Plan

- [a] Prepare Education, training and drills required of the District population to assure effective operation of the plan;
- [b] Integrate emergency preparedness material into the curriculum;
- [c] Provide Students with adequate educational services and supervision during school hours in an emergency.

(6) Emergency Supplies, Equipment

- [a] Provide procedures for requesting funds for school emergency preparedness programs;
- [b] Provide for procurement, storage, and maintenance of emergency supplies, equipment and program instruction materials;
- [c] Provide procedures for:
 - (i) periodic safety checks of school and District facilities;
 - (ii) review of school construction and renovation projects for safety and shelter features; and
 - (iii) requesting funds for these projects.

(7) Review and Revision of the Plan

- [a] Procedures for receiving annual Emergency Preparedness Plan Compliance reports from Schools and District Support Departments;
- [b] Procedures for formal approval and annual review:
 - (i) Of School and Department Emergency Preparedness Plans;
 - (ii) School and District department evacuation and sheltering plans;
 - (iii) School and District department reports of sheltering deficiencies.

2.4.3 School Emergency Preparedness Plan

In addition to the criteria listed under 2.4.1., 2.4.2. and 2.4.3., the School Emergency Preparedness Plan shall include the following:

(1) School Evacuation Plans for:

[a] Identification of evacuation assembly plan areas both in and outside of school buildings;

[b] Identification of shelter or protection areas;

[c] Reporting school sheltering deficiencies to the District Emergency Manager;

[d] Periodic safety checks of school facilities.

(2) Emergency Preparedness Plan orientation for all the students.

(3) Annual procedures for informing parents and guardians of school Emergency Preparedness Plans and revisions:

[a] Schools shall have a method by which parents and the public can be notified of school emergency situations. (Arrangements with local radio and television stations to broadcast emergency bulletins should be established by the school District);

[b] At the beginning of each school year, parents and staff shall receive a written summary of relevant sections of District and school plans which apply to the school;

[c] The plan shall contain measures which shall assure that, during an emergency, school children receive adequate educational services and supervision during school hours and that under extraordinary circumstances when parents cannot be notified, the administration shall act according to District Emergency Preparedness Plan.

2.5 HAZARD ANALYSIS

The hazard analysis generates the basis upon which the Emergency Preparedness Plan shall develop and provide implementation procedures for the analysis of natural, technological and security hazards likely to occur in school area and assessment of facilities and available resources--both material and human.

2.5.1. Performing a Hazard Assessment

The first step is to perform a hazard assessment, determining which natural and man-caused hazards threaten the school.

(1) Begin with a building and site assessment. Examine the grounds with any previous use in mind: old foundations, slopes or embankments that could cave-in or slide.

(2) Check neighboring areas for hazardous vegetation, buildings, or activities:

[a] The city/county emergency management director may help with the hazard assessment;

[b] The Local Emergency Preparedness Planning Committee (LEPC) can provide information on hazardous materials threats.

(3) The National Weather Service station in the area could provide climatic data on general and unique weather patterns.

(4) Another good idea is to research the history of natural, technological, and security hazards:

[a] Local historical clubs, emergency services agencies, libraries, and newspaper files are good sources of information;

[b] Do not overlook the elderly who can provide the oral history of past events;

[c] Research projects can involve students.

(5) Making a Vulnerability Assessment

With the assistance of the local government emergency management director, determining the vulnerability of people, property, and the environment to the various hazards:

[a] assess the risk involved, assigning a probability that the hazard will occur based on its severity using measurements and/or judgement;

[b] assign resources to those hazards that pose the highest risks.

2.5.2. Maps and Floor Plans

(1) Maps of the community, school site and school floor plans provide summaries of the natural and man-made features of the area.

Topographic maps and street maps can be used to assess the vulnerability of the school to floods, landslides, forest fires, and transportation accidents involving hazardous materials.

(2) Floor plans and site plans of the school facilities offer planners a 'summary' of building features:

[a] identify shelter areas;

[b] plan evacuation routes to avoid hazardous areas (boiler rooms, wooden stair wells, etc.);

[c] use building safety features such as fire walls;

[d] locate gas, water, electrical shut off, underground gas lines, and fire suppression equipment.

2.5.3. School and District Organizational Charts

Organizational charts with telephone numbers are valuable during planning activities or actual emergencies.

2.5.4. School and District Property Inventories

Evaluate inventory may to reveal equipment that must be considered a hazard.

2.5.5. Community Resources

Each school shall have a written plan for the organized use of community resources including:

(1) temporary shelter for students or for classrooms;

(2) human resources such as emergency management officials, fire fighters, and law enforcement officials to speak to student groups, conduct training workshops for school staff members, and give instruction to adults.

2.5.6. School Call Up Lists

Develop and maintain a list of names, addresses, and phone numbers for staff and emergency services personnel. Provide a pocket card with this information to each school staff member in compliance with District Records Access and Management policy, 10CR-101.

2.5.7. Warning and Communications

- (1) Train school personnel to know how warnings are transmitted, received, and disseminated.
- (2) Each school should test the effectiveness of existing equipment and, if necessary, consider getting emergency communications equipment.
(For example, if the only means of communication are a telephone, staff should be aware that demand for lines is great during an emergency).
- (3) Each school should have an alternate warning system to alert the entire complex--inside, outside, unconnected buildings, and play areas when there is a power failure.
- (4) To receive information from the Emergency Broadcast System, 1160 AM for Davis County, each school should have a battery operated radio.

2.5.8. Transportation

- (1) Because emergency procedures often require transportation at irregular hours, keep a list of:
 - [a] the number and capacity of District-owned and/or contract buses available for an immediate or delayed response to an emergency call;
 - [b] all bus drivers and alternates, means of contacting, and those expected to respond to an emergency call;
 - [c] the number of students (and staff) that travel each normal route.
- (2) Consider other essential elements such as:
 - [a] pre-determined alternate routes;
 - [b] location and capacity of emergency shelters along routes, alternates, or within areas;
 - [c] alternate or optional stops to speed the time buses could cover the normal routes;
 - [d] provision of emergency transportation to students who normally walk;
 - [e] the time required to complete transportation operations under normal conditions.

2.5.9 Staff Training and Education

(1) Training and education are essential to an effective response in time of emergency. Require pre-emergency training for each person assigned emergency duty:

[a] Provide Instruction as part of a continuous training program;

[b] Training should alert staff members to relevant hazards and provide them with measures to protect life and property;

[c] Training should include the meanings of warnings and public information announcements.

(2) Utilize exercises, drills, and tests as vital parts of such training once the staff has been educated as to the purpose of the events and their respective roles. Use workshops and in-service training periods to train both the individual and the school population.

2.5.10. Exercises and Drills

(1) Use City or County Emergency Manager to Exercise Plans

City or County Emergency Manager can be very helpful in preparing the school plans and in exercising them:

[a] Furnish a copy of the final plan to the District and city or county emergency manager;

[b] When changes are made, send them to the District and city or county emergency manager.

(2) Exercise Objectives

The objectives of your exercises should be:

[a] Specific;

[b] Positive result oriented;

[c] Measurable;

[d] Realistic and challenging.

(3) Elements of an Exercise Activity

There are five elements of an exercise activity.

[a] Orientation Seminar:

- (i) Used to introduce or refresh participants to plans and procedures;
- (ii) Lecture, panel discussion, media presentations, or talk-through;
- (iii) Can involve all levels of personnel;
- (iv) Review of past cases of lessons learned.

[b] Drill:

- (i) Tests single emergency response function;
- (ii) Involves actual field response;
- (iii) Effectiveness lies in focus on a single, or relatively limited portion of the overall response system to evaluate and improve it.

[c] Table Top Exercise:

- (i) Actions taken and discussions based on a described emergency situation plus a series of messages to players;
- (ii) Practice problem-solving for emergency situations;
- (iii) Discussion and critique of appropriateness of actions taken and decisions made;
- (iv) Participants practice a coordinated, effective response;
- (v) Permits breaks before new messages are delivered to discuss proper response;
- (vi) Will involve Policy and/or coordination personnel.

[d] Functional Exercise:

- (i) Simulation of an emergency that includes a description of the situation, a timed sequence of messages, and communication between players and simulators;
- (ii) Emergency Operations Center members practice a coordinated effective response in a time-pressured, realistic emergency situation;
- (iii) Individual and system performance is evaluated;
- (iv) Will involve Policy and coordination personnel.

[e] Full-Scale Exercise:

- (i) Adds a field component that interacts with a functional exercise through simulated messages;
- (ii) Tests the deployment of a seldom used resource;

(iii) Will involve policy, coordination, operations and field personnel.

2.5.11. Community Catastrophe and the School as Emergency Shelter

(1) Accidents, Fires, Explosions, or Industrial Chemical Spills

Accidents, fires, explosions, or industrial chemical spills occurring off school property may indirectly affect or become a threat to students, staff, or school buildings:

[a] They may also disrupt transportation routes, communications systems, or destroy residential areas served by the school;

[b] School policies governing evacuation, transportation, and early or late dismissal procedures may be appropriate in response to such a disaster.

(2) Guidance by Local Government Emergency Service Authorities

Local government emergency service authorities shall generally provide emergency guidance to the District Emergency Manager:

[a] Only in extreme circumstances where the school becomes isolated by a total transportation and communications breakdown shall the principal be solely responsible for emergency action;

[b] In these circumstances the principal shall exercise his/her best judgment until communications are restored.

(3) Use of School Facilities for Shelters

[a] Sheltering During an Emergency or Disaster

While local government has the overall responsibility to protect the population, the American Red Cross shall establish, manage, and coordinate shelter/mass care operations within their capability. During an emergency or disaster, temporary shelter may be needed by citizens evacuated or left homeless:

(i) The District Emergency Manager shall coordinate use of District facilities, such as school buildings, for shelter/mass care use during an emergency or disaster as provided in the inter-local agreement;

(ii) At the direction of the District Emergency Manager, schools shall cooperate with the local or county government which shall manage and coordinate all shelter/mass care activities until the American Red Cross arrives.

[b] Inventory of Schools For Use As Shelters

School emergency managers shall coordinate with the District Emergency Manager and American Red Cross Disaster Services personnel to ensure that building surveys and agreements for use are in place:

(i) All School Emergency Managers shall maintain an inventory of available space and an assessment of the capacity of the facilities to accommodate disaster victims and provide annual inventory up-dates as requested by the District Emergency Manager;

(ii) The District Emergency Manager shall coordinate up-dating facilities and supplies information with the American Red Cross and the county emergency manager;

(iii) District and school contact names and phone numbers shall be kept current and are needed by all concerned.

[c] Sheltering and Mass Care Training of School District Personnel

School District personnel are encouraged to participate in training courses dealing with sheltering and mass care to prepare them for service in their schools and communities as volunteer workers. Courses are offered at no charge by:

(i) The American Red Cross;

(ii) Local, county and state government.

2.6. RESPONSIBILITIES OF DISTRICT AND COMMUNITY STAFF

2.6.1. School Teaching and Support Staff

The School Teaching and Support Staff shall:

- (1) Participate in developing the School Emergency Preparedness Plan;
- (2) Participate in emergency preparedness in-service training programs;
- (3) Receive training in skills needed when working with children and co-workers under the stress of an emergency situation;
- (4) Train in first-aid procedures;
- (5) Provide instruction and practice in emergency preparedness and survival techniques appropriate to grade level;
- (6) Provide ongoing leadership training and activities which encourage student confidence in their abilities to care for themselves and be of help to others during an emergency including a period of enforced confinement;
- (7) Be prepared to assist students and staff who have disabilities.

2.6.2. Community Relations Department

The Community Relations Department shall:

- (1) Participate in developing the School Emergency Preparedness Plan;
- (2) Provide leadership for effective communication procedures;
- (3) During an emergency:
 - [a] Establish a Communication Center as a single point of contact for the media and public;
 - [b] At the direction of the Superintendent, identify a District spokesperson.

2.6.3. Custodial Staff

The Custodial Staff shall:

- (1) Participate in developing the School Emergency Preparedness Plan;
- (2) Participate in emergency preparedness in-service training, school drills, and exercises;
- (3) Train in first aid procedures;
- (4) Report structural defects and safety hazards to the School Emergency Manager;
- (5) Identify shutoff valves and switches for gas, oil, water, and electricity;
- (6) Post charts in the school that identify shutoff valves and the location of protective equipment for use by personnel in an emergency;

- (7) Instruct all school staff in use of fire extinguisher and other emergency equipment;
- (8) Maintain an inventory of tools and equipment;
- (9) Advise the school Emergency Preparedness Planning Committee of hazardous and protected areas of school facilities, available emergency equipment, supplies, and alternate power sources;
- (10) Maintain adequate toiletry supplies for emergency use.

2.6.4. Facility Planning, Construction and Maintenance Personnel

Facility Planning, Construction and Maintenance Personnel shall:

- (1) Report any structural defects;
- (2) Identify shutoff valves and switches for gas, oil, water, and electricity and post charts so that other personnel may use them in an emergency;
- (3) Provide a cut off for steam/gas lines in shelter areas;
- (4) Provide for emergency operation of ventilation systems;
- (5) Post locations to all protective equipment;
- (6) Instruct school and District staff in use of fire extinguisher;
- (7) Maintain an inventory of tools and equipment;
- (8) Advise the District Emergency Preparedness Plan Review Committee of hazardous and protective areas of District facilities, available emergency equipment, and alternate power sources.

2.6.5. Transportation Personnel

Transportation Personnel shall:

- (1) Instruct children in emergency bus evacuation procedures;
- (2) Be prepared to render first aid;
- (3) Inform school administrators of changing route conditions, road construction projects, etc., that may be potentially hazardous or alter emergency transportation plans;

- (4) Know alternate routes by which students could reach home, shelter, or evacuation assembly points;
- (5) Keep emergency equipment and telephone numbers in the bus;
- (6) Carry out applicable transportation policies of the state and local board of education;
- (7) Be aware of emergency shelter facilities along routes and within local areas;
- (8) Keep vehicles serviced and ready to transport evacuees (students or others) when an emergency situation is anticipated or has occurred.

2.6.6. Food Service Management Personnel

Food Service Management Personnel shall adhere to state regulations which authorize the District Child Nutrition Programs to make USDA donated foods available in case of emergency and disaster feeding.

(1) School Food Service Management Personnel shall be prepared for emergency and disaster feeding as follows:

- [a] when possible, maintain adequate supplies of food and water for emergency use;
- [b] rotate supplies to ensure freshness;
- [c] train in mass feeding practices under emergency conditions in accordance with the School Emergency Preparedness Plan and The American Red Cross shelter regulations;
- [d] practice kitchen safety laws, rules, and regulations at all times.

(2) USDA will replace, in kind or in value, any Section 32 and 416 commodities properly authorized for use. If Section 6 commodities are released to the American Red Cross, it is responsible for their replacement.

(3) In order to get credit/replacement for commodities used in disaster feeding it is necessary to obtain PRIOR approval of use from the District Child Nutrition Programs Director or designee. The following documentation of all commodities used is required:

- [a] types of commodities used;
- [b] quantities used;
- [c] dates used;
- [d] Location of shelter or feeding site;

[e] Number of people being sheltered and fed;

[f] Cause or type of emergency/disaster.

(4) After the situation has stabilized, contact the Child Nutrition Programs office for further instruction and information.

2.6.7. District Administrative Staff

The District Administrative Staff Shall:

(1) Assist in development of Emergency Preparedness Plans;

(2) Develop competency to carry out assigned emergency preparedness and response functions through participation in in-service training, school drills, and exercises.

2.6.8. P.T.A., Parents and Guardian

P.T.A., Parents and Guardians shall:

(1) Participate in the development and implementation of the School Emergency Preparedness Plan;

(2) Encourage emergency preparedness programs within the schools;

(3) Volunteer services in school Emergency Preparedness Planning and during actual emergencies;

(4) Provide input through organizations associated with the school;

(5) Provide schools with current student emergency notification information;

(6) Become knowledgeable of community and school Emergency Preparedness Plan;

(7) Encourage coordination between local officials, businesses, and schools to maximize efforts in preparedness and response;

(8) Encourage students to discuss with their parents the emergency preparedness and response techniques learned at school;

(9) Receive training in emergency preparedness procedures appropriate for providing assistance to the school and community;

(10) Practice emergency preparedness in the home to reinforce school training, provide models, and ensure family safety.

2.6.9. Students

(1) All Students shall:

- [a] Cooperate during emergency drills and exercises;
- [b] Learn to be responsible for themselves and others;
- [c] Develop awareness of natural, technological and security hazards.

(2). Older Students shall:

[a] Work through student body organizations, clubs, and associations to support the school emergency program. With the approval of the principal this might include:

- (i) staging emergency awareness plays;
- (ii) taking group instruction in first aid;
- (iii) visiting emergency services facilities.

[b] Take an active role in school emergency response and be assigned a variety of tasks when properly trained. These might include:

- (i) caring for younger children;
- (ii) assisting handicapped classmates;
- (iii) acting as messengers, guides, monitors and patrols;
- (iv) providing first aid assistance;
- (v) performing clerical duties;
- (vi) operating amateur radios, school switchboard, or other communications equipment.

2.6.10. Davis County Public Health Department and School Nurses

The Davis County Public Health Department and School Nurses shall:

- (1) Participate in the development and implementation of the District and School Emergency Preparedness Plans;
- (2) Respond to designated school(s) during emergencies to render first aid, assist in triage and transportation of injured persons and assist in

sanitation measures in coordination with the Davis County Health Department and emergency management agencies;

(3) Participate as health resource persons in faculty studies leading to emergency preparedness curriculum development;

(4) Assist the principal in determining the need for emergency, medical, and sanitation supplies and equipment;

(5) Assist in the training of faculty, staff and students in first aid and sanitation procedures;

(6) Coordinate school health service plans with those of the school, District, and the community;

(7) Advise the School Emergency Managers on how to provide for physically and mentally handicapped persons during emergencies.

2.6.11. Community

(1) The community is a valuable resource for:

[a] warning;

[b] assistance;

[c] consultation;

[d] information;

[e] coordination;

[f] educational materials;

[g] speakers; and

[h] other related activities.

(2) These resources may come from:

[a] District office;

[b] American Red Cross;

[c] individuals;

[d] government;

[e] city/county emergency management agencies;

[f] churches;

- [g] clubs and organizations;
- [h] Davis County Health Department;
- [i] Davis County Mental Health Department;
- [j] emergency medical services;
- [k] other educational facilities/libraries;
- [l] law enforcement;
- [m] fire department;
- [n] businesses;
- [o] hospitals;
- [p] other organizations as needed.

3. PLANNING GUIDELINES FOR SPECIFIC HAZARDS

3.1. COMMUNICATIONS PLAN FOR ANY EMERGENCY SITUATION

In any emergency situation there are parties who have a legitimate need for information -- families, news media, employees, and the public. If it is a major emergency, the demand for information will be intense. It is important to organize the gathering and dissemination of information.

Key components lead to the success of any communications plan: avoiding conflicts in the information given, keeping media and families away from the immediate disaster area where they could hamper emergency control efforts, getting necessary information to the community while avoiding confusion or panic, sending accurate information from the disaster area establishing an information center.

3.1.1. A Communication Center shall be established as a single point of contact for the media and public:

- (1) Near the disaster scene if media, public are likely to be present;
- (2) At the District office in Farmington in less serious situations;
- (3) Communication tools are desired;
- (4) All media cameramen and reporters shall be directed to the Center;

- (5) Information shall be directed to the Center regarding emergency cause and extent of damage, community instructions, also missing persons and the names, ages, condition, nature of injuries of injured, etc.;
- (6) Information regarding the ongoing situation shall be processed and disseminated to families, media;
- (7) A media location shall be identified;
- (8) A location for family members shall be identified as needed;
- (9) Telephone number or means of contact and location is to be given to key disaster staff immediately.

3.1.2. A District spokesperson shall be identified:.

- (1) The spokesperson shall be a senior District official who will speak for the District and other agencies involved in the disaster. The spokesperson should be experienced in dealing with the media and knowledgeable about emergency plans;
- (2) At least two back-ups shall be identified for the spokesperson;
- (3) Information release shall be coordinated with the Superintendent.

3.1.3. Assess the ability to communicate:

- (1) Establish the ability of communicating public information early by telephone, television, radio, FAX, mobile telephone, District cable channel, school PTA calling networks, etc.;
- (2) If situations are harmed by blanket media access, a media pool may be established identifying one television, one newspaper, one radio team who for information dissemination. They then share with other media representatives.

3.1.4. Establish credibility with media, public for successful management:

- (1) Honesty is essential;
- (2) Provide equal access to information;
- (3) Strive to gain accurate, detailed information, then determine what is appropriate for public release;
- (4) Express concern for tragedy, strength for public confidence, assurance for future emergency management, gratitude for emergency efforts;
- (5) Focus on helping citizens cope. Criticism would surely contribute to controversy.

3.2. EMERGENCY EVACUATION

The Board of Education recognizes that existing threats of the occurrence of destructive disasters resulting from attack, internal disturbance, natural phenomena or technological hazard could greatly affect the health, safety and welfare of the students and employees of this District.

The Superintendent of schools shall coordinate all aspects of any evacuation in compliance with District policy and guidelines developed in the Davis County Emergency Operations Plan.

3.2.1 District Emergency Preparedness Plan

The Superintendent shall develop District procedures for receiving and evaluating elementary school evacuation plans which include:

- (1) Training school District personnel in the implementation of the Emergency Preparedness Plan;
- (2) Evacuation drills;
- (3) Procurement of essential emergency equipment at each elementary school building;
- (4) Notification of the superintendent when evacuation is necessary;
- (5) Evacuation of buildings for emergencies which do not cause the school building to become unsafe such as teacher walk-out, epidemic, floods etc.;
- (6) Temporarily housing students when school is disrupted;
- (7) Evacuation of unsafe school buildings;
- (8) Development of written agreements with local agencies, churches, or private organizations for emergency use of their building facilities for use during evacuation emergencies;
- (9) Cooperation with the sheriff or other law enforcement agencies when they assume their legal authority in times of emergency evacuation.

3.2.2 Evacuation Procedure

School Principals shall design emergency procedures which provide for flexibility; are easily understood by students, staff and parents; are adaptable to the PTA Block Plan; include an effective communications system; provide emergency power options; and provide for alternate sites.

(1) School Emergency Evacuation Plan

The emergency evacuation plan shall include evacuation of an unsafe building and evacuation of a safe building. Follow procedures established for persons with disabilities.

[a] Unsafe Building Evacuation (such as fire and earthquake)

(i) When an alarm sounds or instruction to leave the building is given, everyone shall file out of the building in a quiet and orderly manner through the assigned or nearest unblocked exit:

- a) Teachers shall take their class lists with them and lead students out of the building;
- b) All staff members shall be well versed in all alternate routes;
- c) Students shall not take any personal items;
- d) Teachers shall follow established procedures to assist handicapped students in evacuating the building (Section 3.3);
- e) Assigned staff shall check the rest rooms, common areas, kitchen, and classrooms as they evacuate the building;
- f) Assigned staff shall carry the school emergency equipment to a predesignated area and notify the superintendent of the evacuation;

(ii) Once outside, teachers shall lead their classes to a predesignated area a safe distance (300 feet recommended) away from the building:

- a) Area must be free from hazards such as overhead power lines, gas lines, and traffic;
- b) Students shall remain quiet and orderly;
- c) Teachers shall take roll and report any missing students (by name) to the Principal or designee at the predesignated location away from the building. It may be desirable to regroup children into neighborhood groups.

(iii) Students who are not with their home-base classes when the alarm sounds shall exit the building with their supervisor or, if alone leave through the nearest unblocked exit. Once outside they shall join their home-base classes.

(iv) Vehicle traffic areas shall be kept clear at all times, and students should not enter these areas unless accompanied by a responsible adult.

(v) The Principal or designee shall report any missing persons to emergency response personnel such as the sheriff, police or fire chief.

(vi) Teachers shall be kept informed by megaphone announcement, flag, hand signal, or by runner. Do not use the electric bell system or public address system.

(vii) When the building is determined to be unsafe the Principal shall evacuate the school site as follows:

a) Release students to responsible adults according to local school procedures;

b) Escort remaining children to an alternate site such as a church, city hall, another school, school buses.

[b] Safe Building Evacuation (Such as teacher walkout, epidemic, high winds, chemical spill, terrorism, or snowstorm.)

(i) Assigned staff shall notify the superintendent of the need for evacuating the building and receive instructions on procedures to follow.

(ii) Teachers shall take their class lists with them and lead students to an assigned area of the building. Students shall take personal items such as coats with them. It may be desirable to regroup children into neighborhood groups.

(iii) Special provisions shall be provided to assist students with disabilities in evacuating the building.

(iv) Assigned staff shall check the rest rooms, common areas, kitchen, and classrooms as needed.

(v) Students shall remain quiet and orderly.

(vi) Teachers shall take roll and report any missing students (by name) to the Principal or designee.

(vii) Students who are not with their home-base classes, when evacuation procedures commence, shall join their home-base classes.

(viii) Provide procedures to release students to responsible adults.

(ix) As needed, escort remaining children to an alternate site such as a church, city hall, another school, school buses.

(x) Provide school emergency equipment at the alternate site.

3.2.3 School Emergency Evacuation Forms

UNSAFE BUILDING EVACUATION

PLAN WORK SHEET

PERSON IN CHARGE OF SCHOOL:

ALTERNATE:

ALTERNATE:

STAFF ASSIGNMENTS

DUTY

STAFF NAME

ALTERNATE

All teachers are to stay with classroom groups or assigned neighborhood groups.
Notify the following from an off site location

Emergency assistance: 911 or _____

Security: 774-7480 or 298-0238

Superintendent: 451-1258 or 451-1255

Transportation: 774-7475 or 544-1220

Search halls, rest rooms, common areas, kitchen.

Replacements for missing or injured teachers.

Provide medical assistance.

Shut off power, gas, water.

Notify as appropriate

PTA Evacuation Leader:

Name _____ Phone _____

PTA Evacuation Alternate:

Name _____ Phone _____

KSL 1160: Phone 575-7600

Activate CALLING TREE: Phone _____

Post pre-made signs and direct the public.

Lead students and teachers to alternate site (attach map and agreement).

Site 1 _____

Site 2 _____

Emergency Equipment

____ Air Horn or Bell

____ First Aid Kit

____ Answering machine

____ Generator

____ Evacuation plan/master lists

____ Evacuation boxes

____ Radio (battery or solar)

____ Lights/lanterns

____ Unlisted phone line

_____ Megaphone
_____ Paper and marker pens
_____ Stretcher
_____ Other

S A F E B U I L D I N G E V A C U A T I O N

PLAN WORK SHEET
PERSON IN CHARGE OF SCHOOL:

ALTERNATE:
ALTERNATE:
STAFF ASSIGNMENTS
DUTY
STAFF NAME
ALTERNATE

Notify Superintendent: 451-1258 or 451-1255
Notify as appropriate

PTA Evacuation Leader:

Name _____ Phone _____

PTA Evacuation Alternate:

Name _____ Phone _____

KSL 1160: Phone 575-7600

Activate CALLING TREE: Phone _____
Call students and teachers to preassigned inside locations.
Post pre-made signs and direct the public.
Sign-out students to responsible adults.
Emergency Equipment
_____ Air Horn or Bell
_____ First Aid Kit

____ Answering machine

____ Generator

____ Evacuation plan/master lists

____ Evacuation boxes

____ Radio (battery or solar)

____ Lights/lanterns

____ Unlisted phone line

____ Megaphone

____ Paper and marker pens

____ Stretcher

IF A LONG DURATION STAY IS REQUIRED

Trauma, shock, medical care

Provide light and warmth

Food arrangements

Sleeping accommodations

Internal communication/morale

Other

SCHOOL EVACUATION INSTRUCTIONS

Person in Charge

Alternate

Alternate

EXIT THE BUILDING

... when an alarm sounds or the instruction "leave the building" is announced.

EVACUATION INSTRUCTIONS

TEACHERS

Take class lists or rolls.

Make special provisions to assist handicapped students.

Exit the building through assigned exit or nearest unblocked exit.

Lead the class out of the building to predesignated area at least 300 feet from building. Area must be free from hazards such as overhead

power lines, gas lines and motor vehicle traffic.

Take roll and report any missing students (by name) to the principal or designee at predesignated location away from building.

STUDENTS

WITH Homebase Classes

Leave ALL personal items in classroom.

Follow their teacher and exit in a quiet and orderly manner.

NOT with Homebase Classes

Leave ALL personal items in classroom.

Exit with their supervisor, or

if alone, exit the nearest unblocked exit.

Join homebase class outside.

STAFF NOT ASSIGNED TO CLASSROOMS

Check rest rooms, common areas and kitchen as predesignated by school principal.

Keep children out of vehicle traffic areas and other hazardous areas.

Assist as directed by principal or designee.

PRINCIPAL OR DESIGNEE

Report any missing persons to emergency response personnel.

If building is determined to be safe to re-enter:

Determine WHEN it is safe to re-enter.

Notify teachers by megaphone, flag, hand signal or runner. DO NOT USE FIRE ALARM SIGNAL for re-entry.

IF BUILDING IS UNSAFE TO RE-ENTER, EVACUATE THE SCHOOL SITE, USING PREDETERMINED PLAN.

Instruct teachers to:

Release students to responsible adults using predetermined procedure.

Escort remaining children to alternate site such as church, city hall, another school or school buses.

3.3. BOMB THREATS

A bomb threat may be received at anytime. Experience shows that over 95 percent of all written or telephoned bomb threats are hoaxes.

However, there is always a chance that a threat may be authentic. Appropriate action should be taken in each case to provide for the safety of students, staff, and facilities. The District Administration and School Principal, in coordination with law enforcement officials, shall decide whether or not to evacuate the building and who should conduct the search for a suspected bomb. While the responsibility for action rests primarily with law enforcement authorities, the people who work in the building are most aware of what does or does not belong in or near it. Plans should be flexible enough to allow for discretion in administrative decision making.

3.3.1. Preparation

(1) In continuing to provide a safe environment for students and staff:

[a] All rooms, storage areas, and miscellaneous spaces shall be kept locked;

[b] When staff enters any space they shall be alert to anything out of the ordinary and proceed with caution at all times.

(2) During periods of tension in the aftermath of bomb threats:

[a] All rooms shall be kept locked when not in use;

[b] When leaving an area or room make sure the space is secured (locked);

[c] Upon arrival in the morning and upon returning to the area during the day, the teacher or person responsible for the area shall check the area and report anything unusual;

[d] Staff shall stay in their assigned areas until all students leave, then secure windows and the doors upon leaving the area;

[e] Custodians shall secure each area as it is cleaned.

(3) A current master floor plan shall be kept at the school and District.

(4) Bomb threat plans shall be coordinated with local law enforcement officials, fire departments, District Security Office and District Emergency Management Director.

(5) Codes shall be prearranged for Bomb Alerts that can be used over the P. A. (Public Address) system to insure that all staff are aware of the emergency and are prepared for the next step.

(6) Train staff on receiving bomb threat calls or threatening letter.

(7) Post bomb threat call procedures close to all phones.

(8) Staff shall be trained on the psychological profile of bomb threat callers.

(9) Staff shall be trained on the general appearance and effects of homemade bombs.

3.3.2 Response

Upon receipt of a bomb threat call:

(1) Remain calm.

(2) Obtain as much information as possible from and about the caller:

[a] Listen - do not interrupt;

[b] Try to take down the entire message - as it was given;

[c] Try to keep the caller talking getting information such as when the bomb will go off, where it is located and even why it was placed;

[d] Try to get help from another staff person to let the principal know what is happening.

(3) The school principal shall decide if an announcement shall be made over the P.A. system such as "Mrs. Amber needs to contact the office."

[a] This announcement will alert the staff to do a cursory search of their classroom/areas of responsibility.

[b] If something is found or looks unusual don't touch.

[c] Report to the principal or designee the results of the search.

(4) Notify the appropriate local law enforcement agency.

(5) Notify District Security Office (774-7480).

(6) Notify the Superintendent's office of the threat and the procedures being followed.

(7) After the caller has hung up the phone, the person who took the call shall fill out the District "Receiving a Bomb Threat" form with as much information as possible.

(8) Evaluate the bomb threat based on the following information:

[a] Caller evaluation (use District Bomb Threat Form);

[b] Other threats recently received;

[c] Local trouble or student unrest.

(9) The principal, law enforcement personnel and District Security personnel shall decide if threat is real or a hoax.

[a] If a determination is made that the threat is real District Security or the law enforcement authority will contact the appropriate agencies for assistance in the bomb search and investigation.

[b] If the determination is that the threat is real and the building needs to be evacuated:

(i) Evacuate the building using fire drill warning and procedure;

(ii) Enact early dismissal or delayed opening policies as appropriate.

[c] If it is determined that the threat is real and the building should not be evacuated:

(i) Inform the staff and students that they are not to leave their room or area until told to do so;

(ii) There should be no one in the halls except as authorized by the principal, District Security or law enforcement personnel.

[d] If the threat is judged to be a hoax, a quiet search of facilities should still be made.

[e] Notify the Superintendent's office about the outcome of the bomb threat.

(10) To insure the release of appropriate information, only the designated spokesperson shall release information to the news media and others seeking information.

DAVIS COUNTY SCHOOL DISTRICT

BOMB THREAT FORM

RECEIVING A BOMB THREAT

INSTRUCTIONS:

Be calm and courteous. LISTEN! Do not interrupt the caller. Quietly attract the attention of someone nearby, indicating to them the nature of the call. Complete this form as soon as the caller hangs up and the school administration has been notified.

NAME OF OPERATOR:

TIME:

DATE:

CALLER IS (check appropriate boxes):

Male Female Adult Juvenile

ORIGIN OF CALL:

Local Long Distance Booth Within School

CALLER'S VOICE

CHARACTERISTICS:

Loud Deep

High Pitched Persistent

Raspy Other

Soft

CALLER'S SPEECH:

Fast Distorted

Distinct Nasal

Stutter Other
CALLER'S LANGUAGE:

Excellent Poor

Fair Foul

Good Other

CALLER'S ACCENT

Local Foreign

Race Can't Identify
CALLER'S MANNER:

Irrational Angry

Calm Incoherent

Rational Emotional

Coherent Laughing

Deliberate

BACKGROUND NOISES

Factory Mixed

Bedlam Animal

Music Planes

Office Machines Other
RELATED FACTS:

Ask questions like:

When will it go off? _____ Hour? _____ Time Left? _____

What kind of Bomb? _____ Where are you now? _____

How do you know so much about the bomb? _____

What is your Name? _____ Address? _____

3.4. CIVIL DISTURBANCE

Crisis may be avoided or minimized through early recognition of problems and prompt response actions. The faculty and administration should establish rapport with students and provide an open atmosphere to encourage discussion of grievances and problems. The administration must also be aware of local situations that may generate civil disturbances within the schools through outsiders moving into student groups and inciting student participation.

3.4.1. Warning

(1) For explosive situations, devise a signal for the intercom or program bell that shall notify teachers to initiate predetermined emergency procedures.

(2) During situations of high tension or slow buildup, establish a discreet "messenger service" to keep faculty and staff informed of all development.

3.4.2 Preparation

(1) Create a committee of students that represents a cross section of special interest groups, clubs, athletic groups and social, racial or ethnic groups. Meet with them on a regular basis.

(2) Create a close working relationship with the student government.

(3) Establish control measures for disturbances and demonstrations with local law enforcement agencies.

(4) Determine under what conditions:

[a] Outside assistance shall be called in;

[b] Plain clothes or uniformed police shall be used;

[c] Doors to rooms shall be locked or areas not affected shall be closed;

[d] Building(s) shall be evacuated by staff or on a controlled basis by law enforcement authorities;

[e] Free periods for staff members shall be cancelled and staff shall be assigned to areas where potential disturbances are developing;

[f] Selected students may be used to guard fire alarms or as "messengers" for teachers and other staff to relay information.

(5) Organize a parental group that would voluntarily participate in attempts to calm disturbances in the school.

(6) Faculty should be aware that they can have a calming effect by exercising good judgement and reasoned action. Individual fear must be controlled and not communicated to students.

(7) Consideration should be given, in a particularly serious situation, to have photographers available to photograph students and/or outsiders engaged in unlawful activity.

(8) Establish procedures to deal with students who have violated school or state regulations. Include:

[a] policy for re-entry;

[b] policy for conferences with parents.

3.4.3 Response

(1) When a disturbance or demonstration seems imminent, notify:

[a] superintendent;

[b] all faculty and staff;

[c] students of any threat to their safety;

[d] other schools in the area;

[e] law enforcement authorities to stand by or take action;

[f] local government officials, if it is probable that the disturbance shall spread off school grounds.

(2) Try and maintain normal operations by:

[a] keeping students in classes and away from trouble spots;

[b] containing the disturbance to one area.

- (3) Avoid verbal exchanges or arguments when a mob is present.
- (4) Always approach a group in pairs. Do not use physical force. Keep your hands off all students and/or outsiders unless physically attacked.
- (5) Request police to remove outsiders.
- (6) Record and report the names of all students and outsiders, if known, involved in disturbance. Record and report details of all incidents to principal.
- (7) Arrange a meeting with the perpetrators of a disturbance away from the larger group, if one is involved.
- (8) Secure building entrances.
 - [a] Guard utilities, boiler room, fire alarms.
 - [b] Safeguard essential records.
- (9) Keep switchboard clear for emergency calls.
- (10) Regarding news media:
 - [a] Pre-assign a staff member to handle news media;
 - [b] If necessary provide a press room;
 - [c] Control use of cameras;
 - [d] Urge reporters to present a complete and accurate story of the disturbance rather than isolated inflammatory incidents;
 - [e] Seek media cooperation to help dispel rumors;
 - [f] Use the media to inform parents and the community of known facts and actions being taken;
 - [g] Seek cooperation of the media in withholding information from the public if silence will quell the disturbance.
- (11) Evacuate building(s) only if necessary for safety. Control is better maintained when students are kept separated into small groups.
- (12) Close school only after every effort has been made to keep it open:
 - [a] Initiate emergency transportation policy;
 - [b] Closely supervise dismissal and loading of buses;
 - [c] When possible, release students in small groups rather than en masse;
 - [d] When possible, load and dispatch one bus at a time;
 - [e] As needed, request law enforcement and assistance to provide protection for students who walk home;
 - [f] Inform local police prior to closing to prepare them for possible disturbances within the area upon student release.

(13) Follow procedures established for persons with disabilities (see Section 3.3.)

3.5. PERSONS WITH DISABILITIES - FACILITATING PERSONS WITH DISABILITIES (This Section will be developed later.)

3.6. EARTHQUAKES

Few areas in the world including Utah are free from the danger of earthquakes. Those who have experienced earthquakes can testify that even a mild tremor can be frightening if you are not informed of precautions to take for self protection.

3.6.1 Warning

Earthquakes generally occur without warning. Seismologists can identify areas where earthquakes are most likely to happen but cannot yet predict the exact time and place.

3.6.2 Preparation

(1) Become aware of the geology of the area and locate faults which may be potentially hazardous.

(2) Give students and staff earthquake safety information.

3.6.3 Response

(1) During the shaking:

[a] Keep calm and remain where you are. Assess the situation, then act. Remember, most injuries or deaths are direct cause of falling or flying debris;

[b] If indoors, stay there:

(i) Take cover under desks, tables, or other heavy furniture;

(ii) Take cover in interior doorways or narrow halls;

(iii) Stay away from windows and beware of falling objects.

[c] If outdoors, stay in the open:

- (i) Move away from building if possible;
 - (ii) Avoid utility poles and overhead wires;
 - (iii) Stay away from trees;
 - (iv) Stay away from masonry walls.
- [d] If in a bus:
- (i) Driver should stop as quickly and safely as possible in open area away from overpasses, roads, etc.;
 - (ii) Stay in the bus.
- [e] Follow procedures established for persons with disabilities (Section 3.3).

(2) After the shaking:

- [a] Check for injuries;
- [b] Evacuate and move to open areas away from buildings;
- [c] Do not re-enter buildings until authorities have checked them for possible structural damage, leaking gas lines, and other utility disruptions;
- [d] Teachers should take roll to be sure all students are accounted for and report to the principal;
- [e] While inside buildings, do not use any open flames (candles, matches, etc.);
- [f] Turn on radio for latest bulletins. (The local emergency broadcast station - EBS - shall be identified in the plan);
- [g] Use discretion in implementing early or late dismissal policy depending on communications, availability of transportation, damage to school buildings, residential areas, and transportation routes;
- [h] Follow procedures established for persons with disabilities.

3.7. FIRE ALARM PROCEDURE

When a fire alarm is received on the security console, the following procedure shall be followed.

3.7.1. Occupied Building

When the alarm has been received the school must determine if the fire is real or a false alarm.

- (1) If the fire is real, the school shall notify the fire department of the fire by calling 911.

(2) If the alarm is false, the school must notify security within (1) minute of the alarm notification that the alarm is false.

[a] If the security division does not hear from the school within a minute, they shall call the school to verify the alarm.

[b] If the school does not answer the call security shall assume there is a fire and notify the fire department of the fire alarm.

3.7.2. Unoccupied Building

(1) When a fire alarm is received and the building is unoccupied, the fire department shall be called by the security monitor immediately and notify them of the alarm.

(2) The security monitor shall then call a responsible person from the school staff to respond to assist the fire department.

(3) In addition, security shall notify the maintenance department supervisor of the alarm. (Night or day).

3.8. FIRE AND FIRE DRILL PROCEDURES

Fire exit drills shall be conducted regularly in accordance with the state uniform fire code section 13.301. Exception: During severe weather, with approval of the superintendent, fire drills may be postponed.

3.8.1. At least two fire exit drills at the beginning of the school year and one fire exit drill each month while school is in operation.

3.8.2. When a school is preparing to have a fire exit drill they shall notify the school security office that they are going to have a drill. This will keep security from calling the fire department when the alarm is not verified as a drill.

3.8.3. When an unknown alarm has sounded, and the school has not planned for a drill, the school shall determine if there is a valid fire. If a fire is found, the school shall call 911, report it to the fire department, and evacuate the building.

(1) When an unknown alarm has sounded, and the school has determined that it is false, the school shall notify the security office within one minute if possible that the alarm is false. If the security office cannot contact the school, security will contact the fire department and have them respond to the alarm.

(2) Schools shall keep a log of fire drills listing date and time required to evacuate the building. (This shall be recorded on the District main frame computer)

(3) Drills shall be executed so as to avoid distinction between drills and actual fires and include drills:

[a] at different hours of the day or evening;

[b] during the changing of classes;

[c] when the school is at assembly;

[d] during the recess or gymnastic periods.

(4) If a drill is called when pupils are going up and down the stairways, as during the time classes are changing, the pupils shall be instructed to form a line and immediately proceed to the nearest available exit in an orderly manner.

3.8.4. Every fire exit drill shall be an exercise in school management for principal, teachers, and teacher assistants; with the chief purpose of every drill complete control of the class so that the teacher shall form its ranks quickly and silently, may halt it, turn it, or direct it as desired.

(1) Great stress shall be laid upon the execution of each drill in a brisk, quiet and orderly manner.

(2) Running shall be prohibited.

(3) In case there are pupils incapable of holding their places in line moving at a reasonable speed, provisions shall be made to have them taken care of by the more sturdy pupils, moving independently of the regular line of march.

3.8.5. Monitors shall be appointed from the more mature pupils to assist in the proper execution of all drills.

(1) They shall be instructed to hold open doors in the line of march or to close doors where necessary to prevent spread of fire or smoke.

(2) There shall be at least two substitutes for each appointment so as to provide for proper performance in case of absence of the regular monitors.

(3) The searching of rest-rooms or other rooms shall be the duty of the teachers or other members of the staff.

(4) If the teachers are to do the searching, it should be done after they have joined their classes to the preceding lines.

3.8.6. As all drills simulate an actual fire condition, pupils shall not be allowed to obtain clothing after the alarm is sounded, even when in home rooms, to avoid the confusion which would result in forming the lines and the danger of tripping over dragging apparel.

3.8.7. Each class or group shall proceed to a predetermined point outside the building and remain there while a check is made to see that all are accounted for, leaving only when a recall signal is given to return to the building, or when dismissed. Such points shall be sufficiently far away from the building and from each other as to avoid danger from any fire in the building, interference with fire department operations, or confusion between different classes or groups.

3.8.8. Where necessary for drill lines to cross roadways, signs reading 'STOP SCHOOL FIRE DRILL', or equivalent, shall be carried by monitors to the traffic intersecting points in order to stop traffic during the period of the drill.

3.8.9. Fire exit drills in schools shall not include any fire extinguishing operations.

3.8.10. Signals

(1) All fire exit drill alarms shall be sounded on the fire alarm system.

(2) In order that pupils shall not be returned to a building which is burning, the recall signal shall be one that is separate and distinct from, and cannot be mistaken for, any other signals. Such signals may be given by distinctive colored flags or banners.

(3) Inspection

[a] It shall be the duty of principals, teachers, and custodians, to inspect all exit facilities daily in order to make sure that all stairways, doors, and other exits are in proper condition.

[b] Open-plan buildings require extra surveillance to ensure that exit paths are maintained clear of obstruction and are obvious.

3.8.11. Follow procedures established for persons with disabilities, Section 3.4.

3.8.12. Log for School fire and Other Emergencies

LOG FOR SCHOOL FIRE AND OTHER EMERGENCY DRILLS

YEAR:

PRINCIPAL:

SCHOOL:

Date

Time Required for Evacuation

Type of Drill (10 Fire Drills per year are required)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

3.9. FLOODS

3.9.1 Awareness

Many areas in Utah are subject to floods. Flooding may be caused by heavy rain or dam breaks. Even a small innocent creek can become a raging torrent capable of destruction. School Emergency Preparedness Planner should coordinate with the local emergency management director concerning failure of water storage facilities.

3.9.2 Warning

(1) Except in the case of flash flooding, the onset of most floods is a relatively slow process with buildup taking several days. Progressive situation reports are available from the National Weather Service (NWS).

(2) Flash flood warnings are issued by the NWS to the public by radio and television. Many communities have a local flash flood warning system to assist in the dissemination of this information.

3.9.3 Preparation

- (1) Know local history of flooding.
- (2) District Transportation shall plan alternate bus routes to avoid flood prone areas, particularly those areas with history of flash flooding.
- (3) Instruct bus drivers of responsibilities during flash flooding including:
 - [a] not crossing a flooded bridge;
 - [b] not traveling through a flooded area;
 - [c] caring for children who cannot be delivered to their home;
 - [d] notifying the school office of observed hazardous conditions;
 - [e] Make provisions for students living in affected area to be handled according to request of parent or legal guardian as listed on the student enrollment card;
 - [f] Make special provisions for students who use modes of transportation other than those furnished by the school District;
 - [g] Establish procedures regarding class cancellation, late opening, early dismissal if school is designated an emergency shelter in accordance with District policy.

3.9.4 Response

- (1) When weather conditions indicate an area may be affected, radio or television broadcasts should be monitored.
- (2) Prepare to:
 - [a] evacuate students to homes immediately in accordance with pre-established school policy;
 - [b] notify parents via radio, television, or telephone;
 - [c] notify bus drivers according to standard emergency transportation policy for early/late dismissal;
 - [d] keep students at school or transport to other evacuation points;
 - [e] effect school cancellation or late opening policy;
 - [f] shut off water to prevent contaminated water from entering the school supply;

[g] If school is a designated emergency shelter and time permits, check all supplies and provisions prior to emergency operations.

(3) After a flood:

[a] beware of contaminated food, water, broken gas lines, and wet electrical equipment;

[b] resume classes only after designation of building safety by District Superintendent;

[c] resume classes in pre-designated buildings if school facilities are damaged.

3.10. HAZARDOUS MATERIALS

Chances that a school may be affected by an accident involving a hazardous material carrier becomes greater with the continuing growth of the industry and the demand for fuel and chemicals.

3.10.1 Warning

Warning of hazardous material incident is usually received from the fire department, police department, or emergency management agency officials when such incidents occur sufficiently near the school to be a threat.

3.10.2 Preparation

(1) The vulnerability of the school to hazardous material threats should have been determined during the hazard analysis. The city-county emergency management agency or the Title III, SARA local Emergency Preparedness Planning committee would know if the school is within the risk zone for a hazardous material spill or release from a transportation route or a fixed facility.

(2) Schools shall plan for evacuation or, when time does not permit evacuation, sheltering the school population in-place.

(3) Ensure that adequate means have been established to provide the school emergency notification of a hazardous material release or spill.

(4) Rapid notification and warning systems are required to protect people in the immediate area when releases of gaseous chemicals, such as chlorine and ammonia, produce lethal clouds that move rapidly.

3.10.3 Response

- (1) Determine the need for evacuating the school population or sheltering them in-place.
- (2) If necessary to evacuate the area, move cross wind, never directly with, or against, the wind that may be carrying fumes. Upon reaching a point of safety, take roll call.
- (3) Be prepared to render first aid if necessary.
- (4) Notify school superintendent.
- (5) Principal shall direct further action.
- (6) Students and staff shall not return to the school until the fire department or other emergency service officials and the principal have declared the area to be safe.
- (7) Initiate early/late dismissal as necessary.

3.11. MEDICAL EMERGENCIES

Injury and illness are the most common of all school emergencies. Every school shall be prepared to provide basic first aid, while summoning necessary emergency assistance.

3.11.1 Preparation

- (1) Establish and maintain a current list of emergency medical service telephone numbers. Keep them posted by each phone in the building.
- (2) Encourage staff and students to take training in first aid, CPR, sanitation and emotional support of children, families and adults during emergencies.
- (3) Maintain a current stock of first aid and sanitation supplies and create a plan for distribution of these supplies in case of a mass disaster. A list of suggested items can be found at the end of this section.
- (4) Establish and maintain a current list of staff members qualified to administer first aid and where they are likely to be found during the school day.
- (5) Establish and maintain a list of students and staff with known medical problems, including handicaps, and instructions for emergency actions.

- (6) Establish and maintain a general file of students' home telephone numbers, their parents' business telephone numbers, and names and phone numbers of adults authorized to make decisions regarding their child's emergency medical treatment if parents cannot be reached.
- (7) Establish and maintain a general file of emergency phone numbers for all faculty and staff.
- (8) Request from the Superintendent a statement of legal responsibilities and liabilities, including insurance restrictions.
- (9) Develop school procedures to cover epidemics such as influenza.
- (10) As part of the school Emergency Preparedness Plan, designate a location within or close to the school that could be used as a temporary morgue.

3.11.2 Response

(1) Non-Critical Illness or Injury:

- [a] Administer first aid;
- [b] Notify parents, if possible, and request that they provide transportation for the student to home or a medical facility;
- [c] If parents cannot be contacted take action in accordance with predetermined school procedures.

(2) Critical Illness or Injury:

- [a] Administer first aid to extent possible;
- [b] Call 911 or an ambulance if the situation is life threatening or if the child is in need of immediate medical intervention;
- [c] If the situation is not life threatening:
 - (i) Notify the parents and request that they transport the child to a medical facility;
 - (ii) If parents cannot be contacted immediately, take action in accordance with predetermined school procedures;
 - (iii) Continue attempts to contact parent and keep record of actions taken and times, etc..
- [d] Notify the superintendent's office.
- [e] Appropriate injury, illness, or insurance report forms shall be filled out promptly.

3.11.3 BASIC FIRST AID, EQUIPMENT AND SUPPLIES

In order to be prepared for a mass disaster, each school and each District office is to have enough medical supplies on hand to care for multiple injured persons for one day. The District warehouse will maintain an extra stock of medical supplies. Medical supplies are to be located in each classroom or centrally located with a distribution plan in case of mass disaster. The school nurse is to work in association with the principal and PTA Health Chairman to establish and rotate these supplies. The following list is only suggested items and amounts. The nurse in association with the principal are to decide upon supplies needed for the school.

(1) Basic First Aid Supplies

RECOMMENDED BASIC FIRST AID SUPPLIES

(All supplies available from Davis County School District Purchasing)

Item	Warehouse	Requisition	Number	Size	Quantity	Amount Suggested for 30 People for One Day	Amount Suggested for 500 People for One Day
Bandaide, flexible fabric			03000200				
			03000100	1" x 3"			
				3/4" x 3"	100/box		
					100/box		
					1/3rd box		
					1/3rd box		5 boxes
							5 boxes
Steripads, Johnson & Johnson			03000800				
			03000900	2" x 2"			
				3" x 3"	100/box		

	100/box	
	1/3rd box	
	1/3rd box	5 boxes
		5 boxes
Steripads, no-stick Johnson & Johnson		
	03000705	
	2" x 4.5"	
	50/pkg	
	1 package	10 pkgs
Surgical tape, fabric		
	03001200	
	03001100	
	1" x 5 yds	
	.5" x 10 yds	
	1 roll	
	1 roll	
	1 roll	
	1/2 roll	50 rolls
		25 rolls
Gloves, vinyl		
	03003201	
	03003200	
	03003202	
	small	
	medium	
	large	
	100/box	
	100/box	
	100/box	
	10 gloves	
	40 gloves	
	10 gloves	2 boxes
		6 boxes

Antiseptic soap		2 boxes
03001400		
pint		
1		
	1/2 pint	
		5 pints
Alcohol, isopropyl		
03001000		
pint		
1		
	1 pint	
		100 pints
Cotton balls		
03000400		
standard		
65/box		
1 box		
		5 boxes
Q-tip swabs		
03002600		
standard		
1000/box		
50 swabs		
		1 box
Tongue depressor		
03000300		
5.5" x 5/8"		
500/box		
30 blades		
		1 box
Gauze bandage		
03000700		
2" x 10 yd		
1		
	1 roll	
		50 rolls
Elastic ACE bandage		
03001900		
03002000		
03002100		
3" x 62"		
4" x 62"		
6" x 62"		
1		
1		
1		
	1 roll	
	1 roll	

1 roll	
	5 rolls
	5 rolls
	5 rolls

(1) Basic First Aid Supplies (continued)

RECOMMENDED BASIC FIRST AID SUPPLIES (Continued)				
(All supplies available from Davis County School District Purchasing)				
Item	Warehouse	Requisition	Number Size Quantity	Amount Suggested for 30 People for One Day Amount Suggested for 500 People for One Day
Cervical collar				
	03001600			
	03001700			
	small			
	medium			
	large			
	1			
	1			
	1			
		NA		
				1 collar
				1 collar
				1 collar
Thermometer, oral with plastic case				
	03001300			
	standard			
	1			
		1		
				5 therm.

Thermometer covers, temp-a-way	03002200	standard	50/box	5 covers	2 boxes
Bulb syringe	03002400	small	1	1	5
Triangle shape sling	03002500	standard	1	1	50
Cold pack, instant	03002700	6" x 9"	1	1	50
Hot pack, instant	03002706	6" x 9"	1	1	50
Splint, cardboard	03002900				
	03003000	arm, 12"			
		leg, 24"	1		
			1	NA	5
					5
Tidy towels	03003300	13" x 19"	500/case	30 towels	1 case
Plastic trash bags		all sizes	see custodian	1 bag medium	100 bags medium
Tissues					

	01055500		
	standard		
	1 box	1 box	
			5 boxes
Pen light with battery			
	standard		
	1	1	
			10
Sanitary napkins (may also be used as pressure bandages)			
	04019000		
	standard		
	100/box	5 napkins	
			1 box
Safety pins			
	06034300		
	medium		
	100/box	1/4 box	
			2 boxes
Stretcher			
	standard		
	1	NA	
			1
Tweezers			
	03001500		
	standard		
	1	1	
			5

(2) Recommended Equipment and Supplies

RECOMMENDED EQUIPMENT AND SUPPLIES		
Equipment or Supply	Description	Number
Shovels	square point	2
Shovels	round point	2
Wrecking bar	minimum 36 inch	1
Nylon rope		

1/2 inch

300 feet

3.12 UTILITY FAILURE

Utility failure or incidents are common occurrences and may happen anytime. An undetected gas line leak may require only a spark to set off an explosion. Flooding from a broken water pipe may cause extensive damage to buildings and property. Electric power failure will cause inconvenience and may result in the loss of refrigerated food supplies.

3.12.1 Preparation

- (1) Identify the possible effects the loss of each utility may have on the school. (Example: Loss of Electricity might disrupt heating and ventilation and could cause failure of the phone system.
- (2) Consider the availability of an emergency generator to supply essential needs. Emergency generators are installed in some buildings and are recommended for all schools when the budgets permits their purchase.
- (3) Keep an accurate line drawing of all utility lines and pipes associated with the facility and grounds in each school.
- (4) Develop procedures for emergency utility shut off.
- (5) Establish and maintain a list of phone numbers, including night and day reporting and repair services, for all serving utility companies (i.e. electric, Mountain Fuel and US West).

3.12.2 Response

- (1) Gas line break:

[a] Evacuate the building immediately by fire drill procedures;

[b] Notify District maintenance or Security (774-7480), principal, gas company, police and fire departments, and the superintendents office;

[c] Open windows;

[d] Do not re-enter the building until utility officials say it is safe.

(2) Electric Power Failure:

- [a] Call power company;
- [b] Notify District Maintenance or Security (774-7480);
- [c] If there is a danger of fire, evacuate the building by fire drill procedures;
- [d] If power cannot be promptly restored, keep refrigerated food storage units closed to retard spoilage (Most units will maintain food at freezing temperatures up to 48 hours);
- [e] If a short is suspected, turn off power at main control point and follow repair procedures.

(3) Water line break:

- [a] Call District Maintenance or Security (774-7480);
- [b] Shut off valve at primary control point;
- [c] Relocate articles that may be damaged by water (library books on lower shelves, students' belongings under desks, kitchen and office supplies, etc.).

(4) Phone Service Interruption - Total Building:

- [a] Call US West phone repair from a working phone such as a pay phone (number listed in front of phone);
- [b] Notify District Maintenance or Security (774-7480).

(5) General:

Initiate early or late dismissal, school cancellation, or delayed opening policies as necessary.

3.13 WIND AND OTHER TYPES OF SEVERE WEATHER

The major dangers of severe weather are intense cold or heat and the breakdown of transportation due to poor visibility and road conditions.

3.13.1 Warning

Severe weather warnings are issued by the National Weather Service (NWS). When threat of severe weather exists, monitor radio/television for bulletins.

3.13.2 Preparation

(1) Establish school cancellation and early dismissal policies relative to wind, heat, snow and/or ice conditions. Include who shall make decisions (superintendent) and under what conditions policy shall be enacted.

(2) Inform parents of the school plan, under what conditions cancellation or dismissal may occur, and which radio and television stations should be monitored for information.

(3) Establish agreement with highway department and local towing services, etc. to respond to stuck or stalled buses.

(4) Suggested emergency equipment for buses and maintenance vehicles include:

[a] two-way radio

[b] booster cables

[c] tow chain or cable

[d] fire extinguisher

[e] first aid kit

[f] shovel

[g] sack of sand

[h] flashlight or signal light with extra batteries

[i] plastic scraper

[j] list of emergency telephone numbers

[k] tire chains

(5) Establish procedures to cover bus trips on occasions such as class field trips, tours, athletic events, and other events away from the school

and/or off regular routes.

(6) Establish emergency community shelter procedure should utility services for areas of the community be disrupted and the school is needed to function as a temporary mass shelter.

(7) Establish procedure for caring for students or staff members stranded at school facilities.

(8) Establish procedure for providing emergency transportation for students and staff who normally walk to and from school.

(9) Establish procedure for securing building against utility damage (frozen water pipes, etc.).

3.13.3 Response

Implement early dismissal procedures recognizing that storms may move swiftly. Procedures shall:

- (1) Consider time required for bus drivers to respond to an emergency transportation call; and
- (2) Avoid decisions which delay early dismissal causing students and staff to be detained at school or en route to homes.
- (3) Inform students.
- (4) Notify parents through public media.
- (5) See that all walking students are properly dressed for cold weather or provided transportation.
- (6) Take predetermined protective measures to secure building against storm damage, prevent bursting pipes, etc.
- (7) Implement shelter procedures as needed.

4. DEFINITIONS

4.1. "Attack" means a nuclear, conventional, biological, or chemical warfare action against the United States of America or this state or county.

4.2. "Disaster" means a situation causing, or threatening to cause,

widespread damage, social disruption, injury or loss of life or property resulting from attack, internal disturbance, natural phenomena or technological hazard.

4.3. "District" means the Davis County School District.

4.4. "District Emergency Manager" means the District person responsible for coordinating District emergency preparedness efforts with the schools, community leaders, and Davis County Emergency Management Agencies.

4.5. "District Support Department Emergency Manager" means a District Support Department Supervisor or Department Head or designee serving as emergency manager within the department.

4.6. "Emergency Operations Team" means the staff, assigned by the Superintendent, to manage District emergency or disaster operations and coordinate District operations with the local government or county Emergency Operations Team.

4.7. "Internal disturbance" means a riot, prison break, disruptive terrorism or strike.

4.8. "Local emergency" means a condition in any political subdivision of the state which requires that emergency assistance be provided by the affected political subdivision to save lives and protect property within its jurisdiction in response to a disaster, or to avoid or reduce the threat of a disaster.

4.9. "Natural phenomena" means any earthquake, tornado, high winds, heavy snow, storm, flood, landslide, avalanche, forest or range fire, drought, or epidemic.

4.10. "Political subdivision" means municipality or county.

4.11. "School Emergency Manager" means the school principal or designee serving as emergency manager and facilities manager within the school.

4.12. "State of emergency" means a condition in any part of this state which requires state government emergency assistance to supplement the local efforts of the affected political subdivision to save lives and to protect property, public health, welfare, and safety in the event of a disaster or to avoid or reduce the threat of a disaster.

4.13. "Security emergency" means an anticipated or actual threat to the well-being of an individual, a group, or property within the District.

4.14. "Technological hazard" means any hazardous materials accident, mine accident, train derailment, air crash, radiation incident, pollution, structural fire, explosion, or utility disruption.

5. REFERENCES

5.1. Art. VI-30. Constitution of Utah. Continuity of Government.

5.2. 4-18-18. Utah Code Annotated 1953. (Conservation corps assist with disasters.)

5.3. 63-5-1. Utah Code Annotated 1953. (Emergency Management)

5.4. 63-5a-1 to 11. Utah Code Annotated 1953. (Disaster Response and Recovery.)

5.5. 78-11-22. Utah Code Annotated 1953. (Good Samaritan Act. Emergency assistance, no liability for.)

5.6. R277-400. Utah Administrative Code, 1992. (Emergency Preparedness Plan.)

5.7. R707-5. Utah Administrative Code, 1991. (Public School Buildings.)

5.8. Title III of the Superfund Amendments and Reauthorization Act of 1986 (SARA). (Requires establishment of LEPC, Local Emergency Preparedness Planning Committee.)

5.9. 31-3. Life Safety Code, Pamphlet 101, 1985. (National Fire Protection Association.)

5.10. 5-1-03.15. Davis County Disaster Operations Plan. 1986 (Evacuation)

APPENDIX A

SHELTER AND MASS CARE FOR

NATURAL AND TECHNOLOGICAL HAZARDS

1. PURPOSE

The purpose of this Annex is to establish plans, procedures, policy, and guidelines for the provision of temporary lodging, emergency feeding, and clothing of persons forced to leave their homes due to an actual or threatened emergency or disaster.

2. SITUATION AND ASSUMPTIONS

2.1 Situation

2.1.1 Facilities may be needed in Davis County for both the direct and indirect effects of a hazard.

2.1.2 Mass care facilities; i.e., indirect effects facilities, are life supporting. They are needed for protection from the effects of the hazard.

2.1.3 The Davis County Hazard Identification Survey identifies numerous hazards that could cause an evacuation of some portion of Davis County (See Annex B, Evacuation). Davis County has a resident population of approximately 187,941. The most likely scenarios requiring shelter/mass care range from a few families to as many as 5,000 persons.

2.2. Assumptions

2.2.1 While local government has the overall responsibility to protect the population, the American Red Cross shall establish, manage, and coordinate shelter/mass care operations within their capability.

2.2.2 In cooperation with the American Red Cross Disaster Services, local government shall manage and coordinate all shelter/mass care activities until the Red Cross arrives.

2.2.3 Other professional/volunteer organizations which normally respond to emergency/disaster situations shall do so.

2.2.4 Assistance shall be available from outside Davis County through mutual aid agreements, and from State and Federal level emergency agencies, when appropriate.

2.2.5 Facilities planned for shelter/mass care use shall be available at the time of need.

2.2.6 Experience has shown that, under localized emergency conditions, a high percentage (75 percent or more) of evacuees shall seek lodging with friends or relatives rather than go to public shelter. But the percentage of people seeking public shelter can be nearly 100% for a Hazmat incident.

2.2.7 Essential public and private services in reception areas shall be continued during a mass care situation. Normal activities in some schools and churches may have to be curtailed or discontinued.

2.2.8 If the threat of an evacuation is due to a visible hazard or has been discussed in the media, some spontaneous evacuation may occur prior

to an implementing order. Therefore, mass care operations may have to commence early in any disaster period.

3 DIRECTION AND CONTROL

All activities shall be coordinated through the Shelter Systems Officer in the Emergency Operations Center (EOC). Shelter/lodging facility managers shall be responsible for the operation of their individual facilities. When appropriate, the American Red Cross shall provide reports through the American Red Cross Mass Care Officer and to the EOC through the American Red Cross Government Liaison.

4 CONCEPT OF OPERATIONS

4.1 General

4.1.1 The Davis County Commissioners have the overall responsibility for ensuring the protection and welfare of the people in Davis County.

4.1.2 In cooperation with available volunteer disaster assistance organizations, Davis County shall make available shelter and mass care services for people requiring them as the result of an emergency/disaster situation.

4.1.3 The American Red Cross and other private disaster assistance organizations shall be called upon to provide management and support to shelters for the affected population, and to care for their emergency needs by organizing shelter teams, providing services necessary to support the sheltered population, registration, or other life support assistance.

4.1.4 In some disasters, the Federal government may be requested to provide emergency housing. Disaster victims shall be encouraged to obtain housing with family or friends or in commercial facilities. To the extent possible, local government shall assist and coordinate post-disaster housing needs for the homeless.

4.2 Phases of Emergency Management

4.2.1 Mitigation

- (1) Encourage shelter considerations in architectural design.
- (2) Identify volunteer groups.
- (3) Develop shelter/mass care capability.

4.2.2 Preparedness

- (1) Identify mass care facilities (temporary lodging and emergency feeding sites) and protective shelters.
- (2) Obtain cooperation of facility owners for use of facilities as mass care facilities and protective shelters.
- (3) Train facility/shelter managers and primary staff.
- (4) Maintain list of sources of feeding and essential supplies.
- (5) Coordinate training and communication procedures.
- (6) Coordinate responsibilities with other agencies and/or volunteer groups.
- (7) Identify population groups requiring special assistance during an emergency (such as senior citizens, the handicapped) and ensure a capability exists to provide it.

4.2.3 Response: In coordination with the American Red Cross

- (1) Open and staff shelters/mass care facilities.
- (2) Provide food and other essentials as needed.
- (3) Obtain supplies and materials as required.
- (4) Maintain communications between shelters and EOC.
- (5) Assist registration of evacuees/victims.
- (6) Provide information for victims needing additional services.

4.2.4 Recovery

- (1) Deactivate shelters/mass care facilities as necessary.
- (2) Assess continued human needs of victims.
- (3) Inform public of extended care availability.
- (4) Coordinate post-disaster housing needs.
- (5) Coordinate with State and Federal officials on location of Disaster Application Center (DAC).
- (6) Assist the American Red Cross in establishing Family Assistance Centers and programs.

4.2.5 Mass Care

Mass care includes the registration of evacuees, the opening and management of temporary lodging facilities, and the feeding of evacuees and workers through both mobile and fixed feeding sites.

4.2.6 Registration

(1) The designation of specific lodging and feeding facilities shall depend on the actual situation and the location of the hazard area. Selected facilities shall be located far enough from the hazard area so that there is no possibility of the threat extending to the mass care facility. The best possible facilities shall be selected from lists which are maintained by the Red Cross. Specific care must be given to ensure that designated facilities are suitable for lodging institutionalized or special needs groups. Agreements for use of these facilities have been obtained by the American Red Cross. The Emergency Services Director or Shelter Systems Office, in conjunction with the American Red Cross (ARC), shall obtain permission from owners to use other facilities as required.

(2) When Mass Care facilities are opened, it shall be the responsibility of the Red Cross to maintain administrative control and all functions and staffing needs according to Red Cross policy.

(3) As needed, meals and snacks shall be provided to evacuees and workers through both mobile and fixed feeding sites. Upon Red Cross arrival, they shall be responsible for meal planning, coordination of mobile feeding, and identifying feeding sites and resources for the procurement of food and related supplies.

(4) American Red Cross and the Davis County Emergency services Director shall jointly maintain listings of qualified and trained shelter/lodging facility managers.

4.2.7 Human Services

In addition to the provision of shelter/mass care, unique demands shall be placed upon the delivery of human services to include the care of special needs groups and crisis counseling.

5 ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

5.1 General

The ultimate responsibility of the care of evacuees and displaced disaster victims rests with the Davis County Commissioners. This responsibility has been delegated to the Emergency Services Director. The Shelter Systems Office (SSO) in this capacity is a volunteer on the staff of the Emergency Services Director. The Shelter Systems Officer is the primary point of contact for planning, coordinating, and implementing the shelter program. Services shall be provided through the coordinated efforts of Emergency Services Director staff members, American Red Cross, Salvation Army, and other volunteer agencies and/or mutual aid agreements with various support groups.

5.2 Functional Responsibilities

5.2.1 Emergency Services Director

- (1) Appoint a Shelter Systems Officer.
- (2) Develop shelter/mass care program.
- (3) Ensure facilities are activated and deactivated as required.
- (4) Inform public.

5.2.2 Shelter Systems Officer

- (1) In coordination with the American Red Cross, identify volunteer agencies and develop emergency agreements (See Appendix I).
- (2) Identify potential protective shelters and mass care facilities.
- (3) Ensure that Shelter Management staff are recruited and trained.
- (4) Arrange and coordinate mass feeding.
- (5) Coordinate the distribution of donated clothing.
- (6) Coordinate with area officials for supplementary food stocks from USDA sources.

5.2.3 Law Enforcement

- (1) Provides security and law enforcement at shelters/mass care facilities.
- (2) Provides back-up communications.

5.2.4 Fire Service

- (1) Inspect shelter/mass care sites for fire safety.
- (2) Provide and maintain shelter fire extinguisher.
- (3) Train shelter personnel in fire safety and fire suppression.

5.2.5 Transportation

Provide and coordinate public transportation to emergency feeding sites, food distribution points, clothing pick-up points, etc.

5.2.6 Health and Medical

(1) Coordinate with American Red Cross Disaster Health Services to insure that all Mass Care Facilities meet all current health code standards.

(2) In cooperation with the Red Cross Disaster Health Services, coordinate medical coverage at Mass Care Facilities.

5.2.7 Human Services Officer

(1) Coordinate Crisis Counseling.

(2) Assist in registration of evacuees.

(3) Solicit and distribute donated clothing to disaster victims.

5.2.8 American Red Cross (through agreement)

(1) Staff and operate shelter/mass care facilities.

(2) Register evacuees.

(3) Provide emergency food and other essential materials.

(4) Process inquiries from concerned families outside the disaster area.

(5) Provide for temporary home repairs.

5.2.9 Salvation Army (through agreement)

(1) Assist in mass feeding operations.

(2) Collect and distribute food, clothing, and other supplies.

(3) Repair homes.

5.2.10 Other volunteer agencies as appropriate.

6 ADMINISTRATION

6.1 Records

The American Red Cross shall maintain records of all expenses incurred by their mass care activities. The Emergency Services Director shall ensure that adequate records of local government expenses are maintained.

6.2 Training

The Emergency Services Director shall ensure that Shelter Management and other appropriate training is made available to officials and volunteers who would participate in mass care activity. Training programs in Shelter Systems and Shelter Management are available through the State of Utah, Division of Comprehensive Emergency Management (CEM). The Red Cross offers training in Disaster Services and Mass Care.

6.3 Inquiries

The American Red Cross shall establish a Disaster Welfare Inquiry Operation to answer requests from relatives and friends concerning the safety and welfare of evacuees or those in disaster areas. Welfare inquiry listings, along with registration listings, shall be coordinated with the EOC and law enforcement agencies for comparison with missing persons lists.

6.4 Support

6.4.1 Use of public school facilities shall be a prime consideration for use as emergency mass care facilities. Utilization of these shall be coordinated with school officials.

6.4.2 The permission to use facilities for disaster operations shall be secured from the owner/managers of selected facilities.

6.4.3 The provision of shelter services shall be supported by coordinated efforts of Emergency Services, American Red Cross, and other voluntary organizations.

6.5 Communications

6.5.1 The primary communications link between shelter/mass care facilities and the EOC shall be telephone. If telephones cannot be used or are overloaded, radio communications shall be provided by law enforcement, fire, or amateur radio operators.

6.5.2 Shelter/lodging facility managers shall arrange for persons in their facility to monitor prescribed communication sources for guidance and announcements.

7. ANNEX DEVELOPMENT, MAINTENANCE, AND IMPLEMENTATION

7.1 Development and Maintenance

The Shelter Systems Officer shall be responsible for the development and maintenance of this annex. As such, extensive coordination with support agencies and volunteer groups shall be accomplished. Each agency shall develop standard operating procedures that address assigned tasks.

7.2 Implementation

7.2.1 Provisions of this annex concerning mass care shall be implemented as soon as a need for temporary lodging or feeding is noted. While a coordinated government/Red Cross decision is desirable, the American Red Cross may independently activate their operations.

7.2.2 Communications shall be established with all agencies and, in the event of an evacuation, essential personnel including volunteers shall be alerted. Required material resources (cots, blankets, food, etc.) shall be located and repositioned, if necessary. Hospitals shall be alerted to the possibility of receiving evacuee patients, when appropriate.

APPENDIX B

EMERGENCY PREPAREDNESS EDUCATION

It is not enough for the school to provide for the physical safety of students. Students must also be mentally prepared to meet a crisis. Contrary to many commonly held beliefs, it is not the realistic understanding of the effects and consequences of disaster that causes people to take a fatalistic, fearful view of emergency preparedness. Ignorance, misunderstanding, and mistrust of public information and warning are the three things that most often result in inaction, panic, and unnecessary loss of life and property.

1. To help dispel ignorance, clear up misunderstanding, and develop trust in public information and warning, the school needs to provide students with emergency preparedness information. Disaster awareness and preparedness is best taught by incorporating material into existing courses where it is most relevant. It is not a difficult task, but it does take thought and ingenuity. Teachers shall find that by raising their own consciousness to the realities of disaster, they shall begin to see numerous opportunities for raising students' awareness by providing safety tips during normal class work.

2. The results shall be two-fold. First, the ability of the school population to respond to an emergency shall be greatly improved when students are fully aware of the rationale behind the instructions they are given. Second, students shall have survival skills to increase their abilities to take care of themselves should an emergency arise and there are no responsible adults to take charge.

2.1. PRIMARY GRADES

2.1.1 Even a very young child can absorb basic emergency preparedness instruction. A child needs to know that emergencies can happen to anyone and that there are measures that should be taken in self-protection. Without frightening a child, a teacher may introduce concepts of emergency and self-help by relating instructions to the child's everyday experiences. Depending upon the degree of rural or urban character of a community, a teacher should give priority to that which children are most apt to experience in their home or school environment.

2.1.2 Primary school children should be made aware of the natural phenomena and man-made hazards that cause disasters. They should be trained in safety and survival procedures and become acquainted with the people and agencies providing emergency services. They must learn their own sense of self-confidence in problem solving and decision making. Children should also be shown how individual cooperation adds to the safety of the group.

2.1.3 Tips for Teachers

- (1) Take advantage of the many free materials developed for primary grade emergency preparedness curriculums.
- (2) Invite speakers from emergency service groups, and visit the emergency management office, fire, etc., facilities on short field trips.
- (3) Add a few emergency related words to the weekly spelling lesson.
- (4) Make up math problems involving emergency response times.
- (5) Have children make maps of their community, designating hazardous areas as they perceive them.
- (6) Have children draw posters or make up songs or poems about emergency preparedness techniques.
- (7) Invent a likely emergency situation and assign each child a role--disaster workers, victim, etc. Hold an impromptu play.
- (8) View a disaster related film and have the children discuss it.
- (9) Use carefully chosen newspaper and magazine articles to illustrate disasters and their effects.
- (10) Choose a story involving children and an emergency situation to read to the class.
- (11) Visit sites where natural change is taking place and emphasize both constructive and destructive effects of floods, fires, and storms.
- (12) Drill children in personal identification information--full name, address, telephone number.

2.2. INTERMEDIATE AND SECONDARY GRADES

2.2.1 As children get older they need more detailed information about the hazards of living. Children in the secondary grades are ready to view events in a continuum from cause to effect. They should be ready to approach the subjects of natural and man-caused disasters in a more realistic, practical manner. Instruction at this level should include increasingly scientific and technical information about hazards, including an introduction to the implications of nuclear war.

2.2.2 Unlike the younger children, secondary grade students are more able to relate to things on a world scale. By the time they have reached junior and senior high they should be well aware of the global relationships and repercussions of natural and man-caused phenomena. They should also have a well developed sense of their own place in the scheme of things and confidence that they have direction and control of their lives. These kinds of positive attitudes can be fostered by ensuring that each student has a stark awareness of the threats to life and a wide selection of life coping and lifesaving information from which to draw.

2.2.3 For adults the words emergency and disaster carry with them graphic pictures of death and destruction--things we do not care to think about. But for adults, and children as well, group discussion of these facts of life and death provide an opportunity to examine fears and realize the many feelings we share. This knowledge is often a source of comfort and strength in an emergency. Teachers find that the study of the psychological and philosophical basis of human reaction to extreme events generates profound and satisfying discussion.

2.2.4 Tips for teachers

(1) Science

- [a] Relates disasters to physical change, conservation, ecology, and environmental science.
- [b] Keep daily weather charts and note the subtle and dramatic changes on the graph.
- [c] Study Utah's vulnerability to earthquakes, high winds, flooding and other natural hazard phenomena, and the relationship of weather and climate to geographical location.
- [d] Discuss the hazards overcome by science and technology and the hazards science and technology have created.
- [e] Discuss the potent forces of storms and nuclear detonations.
- [f] Keep a scrapbook of newspaper clippings to illustrate the scope and effect of natural and man-made disasters, the frequency of disasters, and the benefits of preparedness.

(2) Social Studies

- [a] Study the interdependence and cooperation of people, organizations, and nations when disaster strikes.
- [b] Study the effects disasters such as wars, earthquakes, and fires have had in changing the course of history.
- [c] Compare the hazards that faced the pioneers of early Utah to the ones faced by modern Utahns.
- [d] Examine the emergency functions of various government agencies.
- [e] Invite the local emergency management agency director to explain his/her role in Emergency Preparedness Planning and response.
- [f] Compare and discuss the hazards of living in other countries.
- [g] Compare and discuss the hazards common to Utah with other places of equal latitude.

(3) Health and Physical Education

These are ideal courses for teaching safety and survival techniques, basic first aid, etc. Have students simulate a disaster situation and take turns playing victim and rescue workers. Practice simple carry/stretchers improvisation, etc.

- [a] Offer courses in advanced first aid.
- [b] Organize rescue teams and train with local volunteer rescue organizations.
- [c] Relate health and fitness to self-preservation.
- [d] Study emergency procedures for maintaining sanitary conditions and preserving food quality during disasters.

(4) Language Arts

- [a] Give the class a list of reading material about disasters and emergencies. Assign book reports and have students present them to the class.
Hold a discussion about disasters and the various reactions and responses the children discovered in their reading.
- [b] Add emergencies/disaster related words and phrases to vocabulary and spelling lists.
- [c] Have students write a short story, poem or play relating a personal account of a fearful situation, emergency, or disaster.
- [d] Assign for readings that relate to disasters.
- [e] Have students critique various journalistic approaches to disaster reporting, e.g., sensationalism, etc.
- [f] Have students examine local newspapers as far back as they are filed (or kept on microfilm) and compare past disaster reporting with the present styles. Conduct a historical survey of community disasters and make a class report to print in the school or local newspaper.

(5) Music and Art

- [a] Have students make safety posters and display them during school disaster awareness week.
- [b] Make a collage of disaster pictures, or paint a mural of an emergency response.

[c] Discuss the effect of music in reducing fear and anxiety. Use "Whistle a Happy Tune" and other songs as examples. Have the class compose a song of its own.

[d] Have students design pocket identification cards and encourage them to carry the card at all times.

(6) Math

[a] Have students locate the epicenter of an earthquake using a world map, a compass and the formulas for S and P wave.

[b] Invent a word problem story using a series of formulas and math skills.

(7) Chemistry

[a] Discuss the composition of matter. Lead a discussion of nuclear weapons, their effects on people and the environment, and how people can protect themselves from fallout.

[b] Discuss the positive and negative aspects of peacetime nuclear use.

(8) Science

[a] Earth science classes should examine natural forces that create disasters, e.g., faulting, volcanism, tsunamis, mass earth movements, sinkhole collapse. Rate the state using geologic and topographic maps, noting hazardous areas and regions.

[b] Set up a simple weather station.

[c] Provide students with ideas for science projects involving hazard mitigation and detection.

[d] Show and discuss films of storm development.

[e] Discuss the positive and negative aspects of science and technology.

[f] Study nuclear power and alternative energy sources (solar, wind, tidal, etc.)

[g] Study the "greenhouse effect" and its implications. What can reduce the possibilities of such occurrences.

[h] Study the effects of radiation on biological organisms.

[i] Study evolution and adaptation to the hazards of an environment.

[j] Compare animal instinct to human reactions. Do animals sense danger? Do people?

[k] Examine the ways in which plants and animals react to and recover from disasters. (Example: Some pine trees reseed by fire.)

(9) Home Economics

[a] Study emergency mass feeding techniques, food preparation, nutrition, and maintaining health during food rationing. Examine easily stored and preserved foods.

[b] Study home techniques for storage, rotation, and preparation of emergency foodstuff.

[c] Design a family emergency response plan.

[d] Identify hazards found in an around your house.

(10) Social Studies

[a] View the world and the ways different cultures regard resources and hazards. Ask the question, "Are these things universal or is one person's hazard another person's resource?" (Example: Compare the flooding of the Nile to the flooding to the Mississippi. Examine the ways in which people adapt to what we perceive to be hazards and make them essential to life.)

[b] Compare the cultural response to hazards along the east coast of the U.S. and the east coast of Asia. How is it the same? Different? How do history and philosophy influence cultural response? (There are no fixed answers to many of these questions you may ask about the effect of environment on culture and history, and vice versa - but they are though provoking questions that can generate many lively discussions.)

[c] Study the psychology of fear, stress and grief. Ask why people tend to become altruistic during disasters. Can disasters be beneficial? Do they alter our sense of values? Unify communities?

[d] Study the history of the U.S. Use the San Francisco earthquake, Chicago fire, etc., as examples. How did they alter city development? What were other effects?

[e] Study the philosophy of natural history. Ask if preservation of a truly natural environment is possible or desirable. If man is a part of the natural environment, are his changes natural too?

1. GLOSSARY

1.1. Advance Alert Highest Federal civil readiness level. At this level, primary emergency operating centers of the Federal Government at headquarters, regions and other major field offices will be manned.

1.2. Alert Signal A three to five minute steady tone sounded strictly at the option and on the authority of local government officials. The signal may be activated for natural or man-made disasters as local authorities may determine, and may also be used to call attention to essential emergency information.

1.3. Allocation The process of allocating geographically defined areas of population to specific shelter facilities, or to host areas.

1.4. Alternate Emergency Operating Center - AEOC A facility that can be used to coordinate and direct all government emergency response efforts if the primary EOC facilities becomes inoperable during emergencies. The facility also houses key governmental officials forced to evacuate from the primary EOC.

1.5. American Red Cross (ARC) The Red Cross volunteer organization has recognized the necessity for working closely with government at all levels in planning for and providing assistance to disaster victims. The ARC operates under a Congressional charter. All disaster assistance from the Red Cross is based on verified disaster-caused need, and is an outright grant from donations from the American people.

1.6. Annex A plan element devoted to one part of emergency operations that describes the jurisdiction's approach to functioning in that component area of activity in response to emergencies caused by any hazard that might affect the community.

1.7. Appendix A plan element attached to a functional annex to provide information on special approaches or requirements generated by unique characteristics of specified hazards identified as being of particular concern to the jurisdiction.

1.8. Applicant The State or local government submitting a project application or request for direct Federal assistance under the Disaster Relief Act of 1974 or on whose behalf the Governor's Authorized

Representative takes such action.

1.9. Attack Warning A civil defense warning that an actual attack against this country has been detected.

1.10. Attack Warning Signal A three to five minute wavering tone on sirens or short blasts on horns or other devices, repeated as deemed necessary. It means that an actual attack against this country has been detected and that protective action should be taken immediately. As a matter of national civil defense policy, the attack warning signal shall be used for no other purposes and have no other meanings.

1.11. Casualty A person injured, and needing treatment, or killed because of man-made or natural disaster.

1.12. Civil Air Patrol (CAP) An auxiliary of the U. S. Air Force, that has volunteered its services to conduct various emergency services missions. These missions mainly use light aircraft in search and rescue, civil defense and disaster relief operations.

1.13 Civil Defense (CD) All those activities and measures designed or undertaken (1) to minimize the effects upon the civilian population caused or which would be caused by an attack upon the United States or by a natural disaster, (2) to deal with the immediate emergency conditions which would be created by any such attack or natural disaster, and (3) to effectuate emergency repairs to, or the emergency restoration of, vital utilities and facilities destroyed or damaged by any such attack or natural disaster.

1.14. Civil Preparedness Circular/CPC/CPG) A collection of documents prepared by FEMA as guidance for State and local emergency management personnel. It describes the Federal programs, recommends actions to be taken at the State and local levels, and serves as a major source of technical and administrative information.

1.15. Comprehensive Emergency Management An integrated approach to the management of emergency programs and activities for all four phases of emergency management (mitigation, preparedness, response and recovery), for all types of emergencies and disasters (natural, man-made and attack) and for all levels of government (local, state and federal) and the private sector.

1.16. Contamination, Radiological The deposit of radioactive material on the surfaces of structures, areas, objects or personnel following a nuclear explosion or accidental release of radioactive material.

1.17. Continuity of Government All measures that may be taken to assure the continuity of essential functions of governments in the event of a disaster.

1.18. Damage Assessment The appraisal or determination of the actual effects resulting from man-made or natural disasters.

1.19. Damage Survey Report (DSR) A comprehensive engineering report prepared by a federal-state-local team that outlines the scope of work and estimated cost of repairs at each site of damage that has occurred as a result of disaster.

1.20. Decontamination, Radiological (DCOM) The reduction or removal of the health hazard resulting from contaminated materials. This may be accomplished by: (1) treating the surface to remove the contaminated agent, or reducing it to a safe level; (2) letting the radioactive material stand long enough for a reduction of the concentration of radiation through natural decay; (3) covering the substance with a sealing material; and (4) removing radioactive material and burying it, on land or at sea, or entombing it.

1.21. Disaster An occurrence of a severity and magnitude that normally results in death, injuries and property damage and that cannot be managed through the routine procedures and resources of government. It usually develops suddenly and unexpectedly and requires immediate, coordinated and effective response by multiple government and private sector organizations to meet human needs and speed recovery.

A disaster as defined in the Disaster Relief Act of 1974 is any hurricane, tornado, storm, flood, high water, wind-driven water, tidal wave, tsunami, earthquake, volcanic eruption, landslide, mud slide, snowstorm, drought, fire, explosion or other catastrophe in any part of the United States which, in the determination of the President, causes damage of sufficient severity and magnitude to warrant major disaster assistance above and beyond emergency services by the

Federal Government to supplement the efforts and available resources of states, local governments and private relief organizations in alleviating the damage, loss, hardship or suffering caused by a disaster.

1.22. Division of Comprehensive Emergency Management (CEM) The branch of State government in the Department of Public Safety responsible for the comprehensive emergency program for the state.

1.23. Electromagnetic Pulse (EMP) A plane-wave, line-of-sight, electromagnetic field produced by a nuclear detonation at altitudes greater than 30 km above the surface of the earth. The electric field strength may reach 50,000 volts/meter in the horizontal plane, and 20,000 volts/nanoseconds. About 99.9 percent of all the energy is concentrated below 100 MHz.

1.24. Emergency A disaster occurrence or a situation which seriously threatens loss of life and damage to property. It usually develops suddenly and unexpectedly and demands immediate, coordinated and effective response by government and private sector organizations to protect lives and limit damage to property.

An emergency as defined in the Disaster Relief Act of 1974 is any of the various types of catastrophes included in the definition of a major disaster which requires Federal emergency assistance to supplement State and local efforts to save lives and protect property, public health and safety, or to avert or lessen the threat of a disaster.

1.25. Emergency Action Steps Those actions that facilitate the ability of government personnel to respond quickly and efficiently to emergencies.

1.26. Emergency Action Notification Quick response notification during the initial stages of crisis situations.

1.27. Emergency Broadcast System (EBS) A national communication and warning system designed to broadcast emergency messages to the public via radio and television stations.

1.28. Emergency Management Organized analysis, planning, decision making and assignment of available resources to mitigate, prepare for, respond to and recover from the effects of all hazards.

1.29. Emergency Management Assistance (EMA) A FEMA program of financial contributions to assist the states and their political subdivisions to develop a capability for emergency management by assisting them on a 50-50 funds matching basis in meeting all necessary and essential administrative expenses for salary, wages and personnel benefits, on a full- or part-time basis. Included are the costs of travel, office utilities, insurance and other expenses of a predominately administrative nature.

1.30. Emergency Operating Center (EOC) A centralized location where direction and control information collection is evaluated and displayed, where coordination among response agencies takes place and resources are managed.

1.31. Emergency Operations Plan (EOP) A document that clearly and concisely describes a jurisdiction's emergency organization, its means of coordination with other jurisdictions and its approach to protecting people and property from the effects of disasters caused by any of the hazards to which the community is particularly vulnerable. It assigns functional responsibilities to the elements of the emergency organization and details tasks to be carried out at times and places projected as accurately as permitted by the nature of each situation addressed.

1.32. Emergency Program Manager/Management Coordinator/Director The individual responsible on a day-to-day basis for the jurisdiction's effort to develop a capability for coordinated response to and recovery from the effects of large-scale disasters. The Program Coordinator/Manager is the link at the State and local level to the country's nationwide direction, control and warning system.

1.33. Emergency Public Information Information which is disseminated primarily, but not unconditionally, at the actual time of an emergency and in addition to providing information as such, frequently directs actions, instructs and transmits direct orders.

1.34. Function A possible component or area of activity in emergency operations, e.g., fire fighting, emergency public information, evacuation. It may combine several, or many, specific

tasks or activities.

1.35. Emergency Shelter A form of mass or other shelter provided for the communal care of individuals or families made homeless by a major disaster or an emergency.

1.36. Evacuation Organized, timed and supervised dispersal of populations from dangerous and potentially dangerous areas.

1.37. Evacuation Area The total area encompassed by the reception area necessary to receive evacuees of a target or group of closely related targets.

1.38. Evacuees All persons moved, or moving, from disaster areas to reception areas.

1.39. Executive Order A rule of order having the force of law, issued by an executive authority of a government Executive Officer.

1.40. Exercise A maneuver or simulated national security, natural, or man-made disaster operation involving planning, preparation and execution. It is carried out for the purpose of training and evaluation. It may be a combined, unified, joint or single service exercise, depending on participating organization.

1.41. Fallout Protection Factor (FPF) A numerical factor (ratio) of gamma radiation exposure at an unprotected location to exposure at a protected location. It is a calculated value suitable as an indicator of relative protection.

1.42. Fallout, Radioactive The process or phenomenon of the fall-back to the earth's surface of particles contaminated with radioactive material from a cloud of this matter formed by a nuclear detonation. The term is also applied in a collective sense to the contaminated particulate matter itself. The early (or local) fallout is defined, somewhat arbitrarily, as those particles which reach the earth within 24 hours after a nuclear explosion. The delayed (or worldwide) fallout consists of the smaller particles which ascent into the upper troposphere and into the stratosphere and are carried by winds to all parts of the earth. The delayed fallout is brought to earth

mainly by rain and snow, over extended periods ranging months to years.

1.43. Fallout Shelter A specially built structure for protecting people, records or equipment from the effects of a nuclear detonation.

1.44. Fallout Shelter Criteria A Protection Factor (PF) of 40 or greater, a minimum of 10 square feet of shelter floor space, and 65 cubic feet of space per person, and at least 3 cubic feet of fresh air per minute per person capacity is based on minimum space requirements. In unventilated underground space, 500 cubic feet of space per person is required. To qualify for inclusion in the national inventory, a facility must afford protection for at least 10 persons in a shelter area.

1.45. Fallout Warning A warning of radiation hazards resulting from nuclear attack.

1.46. Federal Coordinating Officer (FCO) A Federal official appointed as such by the President for each major disaster. He is responsible for making an initial appraisal of the types of assistance most urgently needed and by rendering Federal disaster assistance as expeditiously as possible. This done by bring together all Federal agencies having assigned disaster assistance programs and responsibilities and coordinating their activities, establishing a field office at the disaster scene with the required representation by Federal agency personnel, and taking any other appropriate action in cooperation with the State Coordinating Officer in the fulfillment of his responsibilities.

1.47. Federal Emergency Management Agency (FEMA) The federal agency responsible for the federal government's portion of the comprehensive emergency management program. It consists of a national office in Washington, D. C. and ten regional offices. The regional office for Utah (Region VIII) is located in Denver, Colorado. FEMA provides technical advice, funding and program management for State and local emergency management agencies.

1.48. Financial Assistance Any form of loan, grant, guaranty, insurance, payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect Federal assistance, other than general of special revenue sharing or formula grants made to States.

1.49. Flood/Flooding A general and temporary condition of partial or complete inundation of normally dry land areas from the overflow of inland and/or tidal waters, and/or unusual and rapid accumulation of runoff from any source.

1.50. Floodplain A plain along a river or coastal area, formed from soil deposited from floods. Also, the lowland and relatively flat areas adjoining inland and coastal waters including, at a minimum, that area subject to a one percent or greater chance of flooding in any given year. Any land area susceptible to being inundated by water from any source.

1.51. Governor's Authorized Representative The person(s) named by the Governor in the FEMA-State Assistance Agreement to execute on behalf of the State all necessary documents for disaster assistance and to evaluate and transmit local government, eligible private nonprofit facility and State requests for assistance to the FEMA Regional Director following a major disaster or emergency declaration.

1.52. Ground Zero The point on the surface of land or water vertically below or above the center of a burst of a nuclear weapon.

1.53. "Hazard" means a dangerous event or circumstance that may or may not lead to an emergency or disaster.

1.54. Hazard Mitigation An action taken, beyond the usual objectives of Emergency Management, which will reduce suffering and dollar damage expected to be caused by a potential hazard.

1.55. Hazardous Materials (HAZMAT) Any element, compound or combination thereof, which is flammable, corrosive, detonable, toxic, radioactive, an oxidizer, a etiologic agent or highly reactive, and which because of handling, storing, processing, packaging or transporting may have detrimental effects upon operating and emergency personnel, the public, equipment and/or the environment.

1.56. Host A county that has been chosen as a "host" for the evacuated populations of risk counties.

1.57. Incident Command System (ICS) The combination of facilities, equipment, personnel, procedures and communications operating within a common organizational structure with responsibility for management of assigned resources to effectively accomplish stated objectives at the scene of an incident.

1.58. Individual Assistance Assistant provided to individual disaster victims according to the needs of the individual and families. Individual assistance includes emergency actions, such as search and rescue, medical care, operation of emergency shelters and feeding. In addition, it includes relief and rehabilitation actions, such as temporary housing, disaster loans, federal income tax assistance in claiming casualty losses, legal services, consumer aid, disaster unemployment benefits, crisis counseling, and individual and family grants.

1.59. Initial Alert Intermediate Civil Readiness Level. At this level national offices will begin continuous manning at emergency operating centers and regions will begin communications watch.

1.60. Joint Damage Assessment Conducting a damage assessment by a team of Federal and State or local inspectors and/or engineers viewing the impact simultaneously and each writing his/her own separate report.

1.61. Joint Information Center (JIC) A centralized facility to coordinate briefings to the news media by representatives of key response organizations in a disaster or emergency.

1.62. Local Coordinating Officer The person designated by the local elected officials to serve as on-scene representative for the local government and to work in concert with the State Coordinating Officer in administering State assistance to disaster victims.

1.63. Local Warning Point A facility in a city, town or community which receives warnings over the National Attack Warning and Alert System (NAWAS) and activates the public warning system in its area of responsibility.

1.64. Major Damage A structure which has received substantial

damage but is technically and economically feasible to repair.

1.65. Major Disaster Any hurricane, tornado, storm, flood, high water, wind-driven water, tidal wave, tsunami, earthquake, volcanic eruption, landslide, and mud slide, snowstorm, drought, fire, explosion or other catastrophe in any part of the United States or its territories which, in the determination of the President, causes damage of sufficient severity and magnitude to warrant major disaster assistance under Public Law 93-288, and above and beyond emergency services by the Federal government, to supplement the efforts and available resources of states, local governments and disaster relief organizations in alleviating the damage, loss, hardship or suffering caused thereby.

1.66. Mitigation See Hazard Mitigation.

1.67. National Attack Warning and Alert System (NAWAS) A land line (hard wire) network for transmitting and receiving emergency information to Federal, State and local agencies who have NAWAS drops (phone). It was designed specifically for warning in the event of national emergency; now it is used in transmitting and receiving other emergency information such as severe weather.

1.68. National Facility Survey (NFS) Program data used by population protection planners to identify possible fallout shelters and determine spaces available for fallout protection for citizens and relocates in the event of nuclear attack.

1.69. One Hundred Year Flood The flooding condition which has a one percent chance of occurring each year. The 100 year flood level is used as the base planning factor for floodplain management in the National Flood Insurance Program.

1.70. Population Protection Planning (PPP) State and local government plans, systems and functional capabilities required to improve the survivability of the population from the effects of natural disasters and man-made technological hazards, including national security threats.

1.71. Pre-delegation of Emergency Authorities The process established to allow specific emergency-related legal authorities to be exercised by the elected or appointed leadership or their designated

successors.

1.72. Preparedness Those activities, programs and systems that exist prior to an emergency that are used to support and enhance response to an emergency or disaster.

1.73. Public Information Officer (PIO) The individual responsible for coordinating the release of information regarding an emergency or disaster to the public and news media, and establishing a Joint Information center (JIC), if necessary.

1.74. Public Assistance That part of the emergency or major disaster relief program in which the Federal government supplements the efforts and available resources of the State and local governments to restore certain public facilities or services. Public Assistance includes emergency assistance, debris removal, community disaster loans and the permanent repair, restoration or replacement of public and designated private nonprofit facilities damaged or destroyed by a major disaster.

1.75. Rad A measuring unit of radiation. It is the amount of absorbed dose equivalent to 100 ergs/gm of tissue.

1.76. Radiological Defense (RADEF) The organized effort, through warning, detection and preventative and remedial measures, to minimize the effect of nuclear radiation on people and resources.

1.77. Radiological Emergency Preparedness (REP) A program to provide protection for the public from effects of a radiation release from a commercial nuclear power plant and other peacetime-related incidents.

1.78. Radiological Officer (RDO) A person responsible for establishing and administering a RADEF system at the State and local levels.

1.79. Radiological Protection Program (RPP) A program of planning and organization designed to mitigate radiation exposures to the public, and provide emergency warning from any type of radiological emergency, including nuclear attack. It encompasses the

RADEF program.

1.80. Radiological Survey The directed effort to determine the distribution and dose rates of radiation in the area.

1.81. Recovery Those long-term activities and programs beyond the initial crisis period of an emergency or disaster designed to return all systems to normal status or to reconstitute these systems to a new state that is less vulnerable.

1.82. Resource Inventory An analysis of the resources a community can call upon in the event of an emergency.

1.83. Response Activities designed to provide emergency assistance to victims of the event and reduce the likelihood of secondary damage. The local fire department, law enforcement department, rescue squad, public works personnel, emergency medical services and other emergency support services are primary responders.

1.84. Shelter Manager A person trained in management skills in order to effectively manage a shelter during emergency and disaster situations.

1.85. Shelter System Officer (SSO) A person on the local level who establishes and maintains a shelter system and provides training to Shelter Managers.

1.86. Standard Operating Procedures A set of instructions having the force of a directive, covering those features of operations which lend themselves to a definite or standardized procedure without loss of effectiveness. Generally a checklist or set of instructions on things to be done under specific conditions. An information needed to accomplish a task, e.g., personnel rosters and resource inventories, are attached or cited in a readily available reference.

1.87. State Coordinating Officer The person designated by the Governor to serve as on-scene representative for the Division of Comprehensive Emergency Management (CEM) and to work in concert with the Federal Coordinating Officer in administering State and Federal assistance to disaster victims.

1.88. State Emergency Operations Plan (EOP) The state level plan for actions to be taken by government and citizens when disaster threatens or strikes. It consists of assignments of responsibilities to state agencies, coordinating instructions, staffing, essential facilities and general operations common to all major emergencies.

1.89. Succession The process established to list the order or line of those entitled to succeed one another under emergency conditions.

1.90. Training and Education The program of FEMA designed to assist state and local governments in training and education of emergency preparedness officials by means of a cooperative agreement.

1.91. Volunteer A person who, of his/her own free will, assumes responsibility for the performance of a task in the program for which he/she receives no salary.

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Davis County School District

EMERGENCY PREPAREDNESS PLAN

Policy 7SS-002

Adopted November 17, 1992

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Revised -- September 1, 1999